Strategic Improvement Plan 2021-2025

Cobar High School 8356

School vision and context

School vision statement

At Cobar High School we are committed to provide a quality learning environment, which enables our students to grow into positive contributors within our community.

We will achieve this by ensuring that all individuals feel safe, supported and empowered in their learning journey.

School context

Cobar High School is a small comprehensive secondary school located in remote NSW, 700kms northwest of Sydney on the traditional lands of the Wongaibon people of the Ngiyampaa nation, with the nearest regional centre of Dubbo 300kms east. Cobar is a mining town with an approximate population of 4000 people. Students predominantly expect to gain highly paid occupations within the mining sector which does create unique challenges for the school, particularly in terms of engaging students in the notion of tertiary education.

The school has a student population of 220 students, of whom 26.8% identify as Aboriginal and 6.8% from a Non-English Speaking Background. Our support unit currently consists of 2 Multi-categorical classes to cater for our students with additional needs. The student population is transient with on average (past 7 years) only 38.4% of our Year 12 HSC graduates actually starting their secondary education at Cobar High School.

Cobar High School is predominantly staffed with inexperienced teachers, who work collaboratively, are enthusiastic and provide a range of extra-curricular activities for students. This, along with our extreme isolation, has resulted in the implementation of a Professional Learning Program that is designed to support the learning needs of our students as well as the developmental needs of our staff. This program, along with our scheduled lesson observations, are key to the school fulfilling its commitment of continually improving our effective classroom practices. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

The school's staffing entitlement is 30 teaching and 9 non-teaching staff. From school funds we also employ a Head Teacher Teaching & Learning, 2 classroom teachers and 6 part-time School Learning Support Officers. These positions enable us to provide the valuable time required for teaching staff to fully engage with our Professional Learning and Lesson Observation programs as well as leadership in improving data collation and individual student differentiation.

Cobar High School has followed the principles of Positive Behaviour for Learning since its implementation began in 2012 and is proud of its reputation across NSW as a beacon school. We strongly and consistently promote an environment of respect, excellence and safety. Embedding this philosophy into our everyday processes will support all students to enhance their participation and engagement.

The school is very well equipped and resourced with high quality facilities including a Trade Training Centre, upgraded Science Laboratories, covered outdoor basketball/tennis courts and outdoor learning spaces. All classrooms are fully air-conditioned with full access to state-of-the-art technology as are our Support classrooms. In partnership with CSA Mine - Glencore, we have for a number of years successfully operated a Homework Centre in the school library. Operating 2 afternoons a week, staff are available to assist students with assignments, homework or tuition if required.

Through our Situational Analysis, we have identified the need to use data driven practices

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that ensure all students have access to differentiated learning. This will be supported by ensuring quality teaching practices are explicitly examined and implemented through directed professional learning. Additionally, student wellbeing, participation and engagement are also identified areas of need. To facilitate improvement, systems of individual intervention and increased opportunity for engagement through student voice will be put in place. System-negotiated targets have been developed through data analysis and will form the basis of our evaluation of success.

Strategic Direction 1: Student growth and attainment

Purpose

To establish strong foundations to maximise student learning outcomes in literacy and numeracy, we will further develop and refine data driven teaching practices that are focused on the learning needs of our students.

Improvement measures

Improved reading outcomes

Increase % of students achieving growth in reading

Achieve by year: 2024

STAR Reading

Increase the percentage of students that are reading at or above chronological age utilising STAR data.

Improved numeracy outcomes

Increase % of students achieving growth in numeracy

Achieve by year: 2024

Check-In Assessment

Increase the mean scaled score of Years 7 & 9 in the Numeracy Check-In Assessment.

Increase the percentage of Year 8 students achieving at or above state average in the Numeracy Check-In Assessment.

Initiatives

Quality Teaching

Improve effective classroom teaching practices through a focus on explicit teaching practice, meaningful assessment and directed professional learning.

- Strengthen collaborative support for teacher performance development.
- Embed common teaching and learning models and strategies across the whole school.

Data Driven Practices

Effective strategies and processes for data collection, analysis and implementation underpin planning for student achievement and differentiated learning.

Refine and develop data practices to ensure we are utilising and affecting change in literacy and numeracy.

Success criteria for this strategic direction

Quality teaching strategies and data will support individualised learning and drive school wide improvement in teaching practice and results.

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessment.

Lessons are systematically planned as part of a coherent program that has been collaboratively designed.

Progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students in the school.

Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subjects/stage.

The leadership teams maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data: We will use a combination of data sources. These will include, but not limited to; internal assessment (PAT testing, short assessment), SCOUT (NAPLAN, HSC, Best Start), PLAN2, surveys, observations, interviews, document analysis, focus groups.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform

Evaluation plan for this strategic direction

future actions and annual reporting on school progress measures.

Strategic Direction 2: Student wellbeing and respect

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of participation and engagement.

Improvement measures

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

100% of students leaving school are supported by their individualised post school plan to continue into further education or enter the workforce. (Year 9 2024 - Year 12 2027)

Initiatives

Positive Behaviour for Learning

A whole school approach to supporting learning, engagement, attendance and wellbeing of all students. This will be achieved through:

- Strengthening current systems in acknowledging student positive behaviour
- Addressing the importance of attendance to enhance school culture
- Embedding targeted interventions for identified individuals

Learning & Support

Support for the wellbeing and intellectual needs of our students will be achieved via:

- Implementation PB4L Tier 2 & 3 Strategies
- Review of LST procedures
- Development, modification and implementation of student support plans

Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

There is school-wide collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes and wellbeing in terms of participation and engagement?

Data: We will use a combination of data sources. These will include, but not limited to; Sentral data (PB4L data, attendance, wellbeing, plans, profiles), SCOUT (attendance, wellbeing), surveys, observations, interviews, document analysis, focus groups, TTFM data.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Strategic Direction 2: Student wellbeing and respect

Evaluation plan for this strategic direction

Implications: The findings of the analysis will inform future actions and annual reporting on school progress measures.

Strategic Direction 3: Student participation and engagement

Purpose

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- Achieve an increase of 1% in the attendance rate, from 76.7% in 2023 to 77.7% in 2027.

Initiatives

Attendance Strategies and Analysis

Student attendance is integral to all areas of teaching and learning, addressed through:

- Data analysis
- Universal Resources - attendance matters, promotion
- School-based initiatives
- Collaboration between staff, students, parents and community groups

Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes and wellbeing in terms of participation and engagement?

Data: We will use a combination of data sources. These will include, but not limited to; Sentral data (PB4L data, attendance, wellbeing, plans, profiles), SCOUT (attendance, wellbeing), surveys, observations, interviews, document analysis, focus groups, TTFM data.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform future actions and annual reporting on school progress measures.