School background 2015 - 2017

<table>
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<th>School vision statement</th>
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<td>Our vision is to ensure that teaching at Finley High School is innovative, contemporary and evidence based. We see a school where teachers collaborate to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. We will strive to build a learning culture where learning is valued by all students. In doing so we will prepare students to make successful transitions to future learning and employment by giving them the skills necessary to make informed contributions as citizens and leaders. We aim to build and maintain collaborative and inclusive school structures and professional practices which support the cognitive, emotional, social, physical and spiritual wellbeing of students, parents, staff and the wider school communities. Our aim is to improve our collective wellbeing.</td>
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<th>School context</th>
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<td>Finley High School is a small comprehensive high school set in a rural community. It caters for the educational needs of students in four towns: Finley, Tocumwal, Jerilderie, Berrigan and their surrounding areas. It has a tradition of excellence in academics with strong HSC results over many years, as well as outstanding results in Sport, Agriculture, Public Speaking and Debating. The school has adopted a compressed curriculum model which has been in operation since 2013 in the senior school. This has allowed the school to offer a more diverse range of subjects in the senior school as well as reduce class sizes in junior core classes. The Parents and Citizen's Association works closely with the principal to improve facilities and opportunities for the students at the school. Student Leadership continues to strengthen in the school with a very active Student Representative Council supported by the Senior Leadership Group of Year Twelve students. The school has a chaplain and a student support officer who contribute to developing the social skills and welfare of the students at the school through a variety of local and regional initiatives and programs.</td>
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<th>School planning process</th>
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<td>The school has a very strong association with the local communities who support the school in a wide range of initiatives. This includes their contribution to the development of this school plan. Meetings were held in each town of Berrigan, Finley, Tocumwal and Jerilderie where members from each community were invited to attend meetings to contribute their thoughts on the future directions of the school. Strengths were identified as well as areas for improvement in the future. Similar meetings were held with staff and the Student Representative Council and Aboriginal parents. Data was collated and discussed further with all stakeholder groups in the community to decide upon the three strategic directions: Teaching, Learning and Wellbeing. The executive further refined the meaning of these directions. Writing teams were then established to pull together the ideas of the community into this plan. Progress reports were published in the school newsletters and parents invited to participate in writing teams.</td>
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Purpose:

Our vision is to ensure that teaching at Finley High School is innovative, contemporary and evidence based. Teachers will continue to collaborate to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

Purpose:

Our vision is to build a learning culture where learning is valued by all students. In doing so we prepare students to make successful transitions to future learning and employment with the skills to make informed contributions as citizens and leaders.

Purpose:

Our vision is to build and maintain collaborative and inclusive school structures and professional practices which support the cognitive, emotional, social, physical and spiritual wellbeing of students, parents, staff and the wider school communities. Our aim is to improve our collective wellbeing.
## Strategic Direction 1: TEACHING

### Purpose

Our vision is to ensure that teaching at Finley High School is innovative, contemporary and evidence based. Teachers will continue to collaborate to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

### People

#### Students

Students will have a clear understanding of their learning goals and will be supported by their teachers in achieving them.

#### Staff

Teachers will develop their own professional learning goals and be supported in achieving them.

Teachers will be supported by the executive in analysing data to improve teaching.

Teachers will be encouraged and supported by the executive and their colleagues in their pursuit of reaching the higher levels of accreditation.

#### Parents

Parents and carers are encouraged to engage with the school regarding the expectations of student achievement through regular meetings, transition meetings, parent/teacher/student interviews etc.

#### Leaders

Leaders will support teachers in developing their Professional Learning Plans; encouraging them to participate in meaningful professional learning that aligns with the school improvement plan objectives.

Leaders will engage their faculties in regular evaluation and meaningful discussion of student data and teaching and learning programs.

### Processes

#### Develop collaborative teaching practices throughout the school, based on Peer Coaching, formal feedback and personal reflection through the Teacher Performance and Development Framework.

Establish opportunities within the school for staff to pursue and develop whole school initiatives in order to improve systems in the school and encourage personal and professional growth.

Provide ongoing professional learning opportunities throughout the year for all staff to up-skill in the areas of technology, analysis of data, ALARM, How2Learn, 2LS and the literacy continuum and Aboriginal Education.

Evaluate the school organisational structures to encourage and promote engagement and success in teaching and learning.

### Products and Practices

#### Product: All teachers have Professional Learning Plans which have been negotiated with their head teachers and are in alignment with the school improvement plan.

#### Practice: All teachers are supported in achieving the professional learning goals set in their Professional Learning Plans.

#### Product: Teaching staff pursue accreditation at Proficient, Highly Accomplished and Lead levels as indicated by their Professional Learning Plans.

#### Practices: Trained teachers participate in Peer Coaching activities and feedback from lessons to support professional growth.

Provide ongoing high quality professional learning with a focus on teaching strategies to engage and promote educational growth in all students.

#### Product: All teachers show evidence of embedding innovative practice into their teaching programs and assessments including the effective use of interactive technologies, co-operative learning and differentiation strategies.

#### Practices: Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices and implement the most effective teaching methods.

Consistent use across all faculties of whole school teaching strategies, including ALARM, 2LS, How2Learn and Project Based Learning.

### Improvement Measures

- 100% of staff have negotiated meaningful professional learning plans where all goals are achieved within their annual timeframe.
- Evidence in all teaching programs of assessment for learning activities including referral to performance data where necessary.
Strategic Direction 2: LEARNING

**Purpose**

Our vision is to build a learning culture where learning is valued by all students. In doing so we prepare students to make successful transitions to future learning and employment with the skills to make informed contributions as citizens and leaders.

### People

#### Students:

Students are supported in taking responsibility for their learning. They identify and reach their personal best through the use and understanding of the Positive Behaviour for Learning strategies (PBL) and other whole school processes including the school SCAN system.

**Staff**

Staff capacity to provide a positive learning environment and to support individual student achievement is developed through professional learning activities, understanding of local aboriginal culture and the implementation of PBL in the school.

#### Parents

Parents are provided opportunities to understand and support the school’s processes and practices that improve student learning.

#### Leaders

The capacity of leaders will continue to be developed to ensure the processes are established and maintained to develop staff and lead programs to promote student achievement.

### Processes

**Develop PBL in the school** to promote consistency in teacher judgement regarding behaviour and promote a positive classroom and school environment.

Ongoing, high quality and well planned professional learning activities will provide staff with opportunities to maximise the learning of every student in the classroom.

Project based learning activities will be developed and implemented throughout the school to make learning relevant and to develop skills in technology, co-operation, communication, leadership and teamwork.

Self-reflection activities will be incorporated into professional learning as well as classroom activities.

Application of interview processes and celebration of academic success will raise the whole school expectation of high achievement and promote academic rigour throughout the school.

**Develop and use the learning SpACE and Homework Centre** for students to develop study and organisational skills and complete classroom and gifted and talented projects.

### Products and Practices

#### Product:

All learning environments will be places where meaningful learning is facilitated.

**Practice**:

Positive, respectful relationships among students and staff promote wellbeing and ensure good conditions for student learning.

#### Product:

10% improvement in value added results in the Year Nine NAPLAN and HSC results.

**Practice**:

Programs and processes identify and address student learning needs including co-operative learning, open ended tasks and project based learning activities.

**Product**:

An improvement in student engagement where students reflect upon and take responsibility for their learning.

**Practice**:

The school promotes and supports a philosophy of students achieving their personal best.

**Product**:

An increase in the number and type of extracurricular activities to encourage lifelong learning beyond the classroom.

**Practices**:

Students participate in a wide variety of extracurricular activities which promote social skills and personal growth.

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**Improvement Measures**

- 20% decrease in referrals for poor behaviour.
- 20% increase in referrals for positive student behaviour.
- 10% improvement in value adding results in Year Nine NAPLAN and HSC results.
- 10% Improvement in student attendance rates.
- 10% increase in student participation in extra-curricular activities.
- Gradual increase in referrals of students into the learning SpACE.
- Regular use of the homework centre by Indigenous students.
### Strategic Direction 3: WELLBEING

#### Purpose

Our vision is to build and maintain collaborative and inclusive school structures and professional practices which support the cognitive, emotional, social, physical and spiritual wellbeing of students, parents, staff and the wider school communities. Our aim is to improve our collective wellbeing.

#### People

**Students:**
Students will be supported in developing an understanding of and ability to apply the SCAN welfare system and the PBL strategy. This will assist them to recognise their role in being successful learners by regulating their own behaviour and being reflective on their own practices.

**Staff:**
Staff capacity to consistently and effectively use the SCAN welfare system and the PBL strategy to encourage and promote achievement and responsibility for learning and behaviour, is a focus of professional development support.

**Parents:**
Parents and carers capacity to be a part of consultation and to support school processes around the SCAN welfare system and the PBL strategy will be developed.

**Leaders:**
Leaders will play a key role in supporting and guiding stakeholders through the processes required to ensure the success of these major changes. Their capacity to lead, inspire and promote change will be developed.

#### Processes

Develop staff capacity to provide a positive classroom environment conducive to learning, including routines, the SCAN welfare system and the PBL strategy.

Develop new systems and refine current processes for effective communication between all stakeholders in the school community.

Establish collaborative teams within and across faculties to develop curriculum and whole school strategies to improve welfare outcomes.

A homework centre will be established to assist Indigenous and other students reach their learning potential.

#### Products and Practices

**Product:**
A 10% increase in the number of students being recognised for their achievements via the SCAN system, reflects the expectations of the school community.

**Practice:**
There is a consistent approach to recognising and rewarding student achievement and behaviour which is understood by students, teachers and parents.

**Product:**
A clear community understanding of how our school effectively caters for the needs of all students through an increase in collaboration and an improvement in communication.

**Practices:**
All stakeholders will value the achievements of the school community and view it as the High School of choice.

**Product:**
A happy, valued staff which works collaboratively and respectfully to create and sustain a respectful, inclusive and productive learning environment.

**Practice:**
Staff will work collaboratively to set and achieve goals which focus on improving the wellbeing of the whole school community.

#### Improvement Measures

- 10% reduction in staff absences.
- 20% reduction in poor student behaviours under PBL.
- 10% improvement in students and staff feeling valued and supported at school from the “Tell Them From Me” survey.