<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
</tr>
</thead>
<tbody>
<tr>
<td>To build a dynamic learning environment where all achieve their personal best.</td>
<td>Cootamundra High School (CHS) is a rural comprehensive high school that services Cootamundra and the surrounding rural community. CHS has a student population of 330, which includes two multi categorical classes. The school has 42 Aboriginal and Torres Strait Islander students. Students are offered a wide range of courses across all years and this includes Vocational Education and Training courses at the local Cootamundra TAFE. CHS students continually experience success in the HSC and have access to a wide and varied extra-curricular program. CHS has changing demographics that are clearly influenced by the state of the rural economy. The school has a Family Occupation Employment index of 128, indicating the socio economic structure of the school. CHS is a Positive Behaviour for Learning school with the core values of respect, responsibility and excellence. CHS is a Secondary Learning Strategy (2LS) school which uses technology extensively in the teaching and learning process. CHS staff is comprised of a balance of experienced long-term teachers with younger and new scheme teachers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cootamundra High school undertook an extensive school self-evaluation process during 2014 and 2015 in the development of this school plan. Part of this process included:</td>
</tr>
<tr>
<td>• Dare to Lead Collegial Snapshot.</td>
</tr>
<tr>
<td>• &quot;Tell them from me' staff and student online surveys.</td>
</tr>
<tr>
<td>• School Exit Survey from Year 12, 2014 students.</td>
</tr>
<tr>
<td>• Parents and Citizens and Student Welfare Survey.</td>
</tr>
<tr>
<td>• School Development Days, Staff meeting and Key Learning Area processes that included HSC and NAPLAN result analysis, suspension, attendance, and welfare data analysis.</td>
</tr>
<tr>
<td>• Across KLA teams in developing the three strategic directions in the plan and the development of the purpose, processes, products and practices within each strategic direction.</td>
</tr>
<tr>
<td>• Staff Teacher Professional Learning plans.</td>
</tr>
<tr>
<td>• Parents and Citizens input through meetings.</td>
</tr>
<tr>
<td>• School Executive meeting workshops.</td>
</tr>
<tr>
<td>• HSC Analysis through the Results Analysis Package.</td>
</tr>
<tr>
<td>• ‘Positive Behaviour for Learning’ data analysis.</td>
</tr>
</tbody>
</table>
Purpose:
To develop a dynamic learning environment which enables a collective responsibility for learning and success for all stakeholders.

Purpose:
To grow a culture of positive relationships that contributes to inclusiveness and a vibrant school.

Purpose:
To build an inclusive school community that celebrates excellence and success.
# Strategic Direction 1: Learning

## Purpose
To develop a dynamic learning environment which enables a collective responsibility for learning and success for all stakeholders.

## Improvement Measures
- All students moved along the Literacy continuum with a specific emphasis on writing across the curriculum.
- Overall HSC course results improve with all students achieving at or above state average.

## People
### Staff:
- Share expertise in designing and implementing quality teaching and learning programs and assessment practices that incorporate Quality Teaching Framework (QTF), 2LS and ALARM processes.
- All staff engages in collaborative teaching and learning practices.
- Develop and participate in supportive and proactive student support programs.
- Participate in detailed analysis of NAPLAN/HSC data.
- School curriculum team completes a whole school curriculum review.

### Students:
- Effectively engage and participate in all classroom activities and support programs.

## Processes
### Staff:
- Participate in targeted Teacher Professional Learning (TPL) linked to the school plan.
- School literacy team targets the development and understanding of the Literacy continuum and links this to "A Learning and Response Matrix" and the "Secondary Learning Strategy."
- Participate in team and collaborative self-assessment in teaching and learning.
- Exemplar practices and team teaching practices developed collaboratively and shared across the school.
- School Curriculum team reviews school curriculum structure in support of achieving improved learning outcomes.

## Products and Practices
### Products and Practices:
- All students moved along the Literacy continuum with a specific emphasis on writing across the curriculum.
- Overall HSC course results improve with all students achieving at or above state average.
<table>
<thead>
<tr>
<th>Parents/Community:</th>
<th>Students:</th>
<th>Evaluations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have a greater understanding of the requirements for student academic and social success.</td>
<td>• Participate in whole school educational support programs and activities.</td>
<td>• HSC and NAPLAN data analysis.</td>
</tr>
<tr>
<td>• Understand and promote with students the use of structures that support improved learning outcomes.</td>
<td></td>
<td>• Year 12 Exit Survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 'Tell them from me Surveys'.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Staff self-analysis and collaborative analysis processes.</td>
</tr>
</tbody>
</table>
# Strategic Direction 2: Wellbeing

**Purpose**

To grow a culture of positive relationships that contributes to inclusiveness and a vibrant school.

## Improvement Measures

- All students achieve the core values of Positive Behaviour for Learning.

### People

**Staff:**
- Continue to develop and promote PBL within the whole school environment.
- Implement proactive, targeted education and welfare programs.

**Students:**
- Understand and respond to the PBL values.
- Participate in proactive educational and welfare programs.

**Parents/Community:**
- The school community has a greater understanding the schools PBL program and associated support structures.

### Processes

Data from a wide range of sources collected and analysed:

- Implement and ingrain into school culture proactive educational, cultural and social development programs.
- Mind Matters is used as a vehicle to up-skill staff and students in PBL values.

**Evaluations:**

- Data analysis – PBL/SENTRAL/Attendance/Suspensions.
- Surveys – ‘Tell them from Me’.

### Products and Practices

**Products and Practices:**

- All students achieve the core values of Positive Behaviour for Learning.
# Strategic Direction 3: Community

## Purpose
To build an inclusive school community that celebrates excellence and success.

## Improvement Measures
- All parents/guardians are actively involved in school life.

## People

**All staff:**
- Participate in whole school activities that promote and support the wider school community.

**Students:**
- Positively participate in opportunities afforded to them by the school and the wider community.

**Parents and Community:**
- Engage with the school in developing and supporting students in the educational endeavours.

## Processes

- School Public relations officer (SASS) and committee developed.
- Positive communications to school community ingrained in school culture.
- Community engagement activities developed and ingrained into school culture.
- ‘Front of school’ development.

## Evaluations:
- ‘Tell them from me’ Survey.
- P and C attendance records, minutes and surveys.
- School enrolment data.

## Products and Practices

Products and Practices:
- All parents/guardians are actively involved in school life.