

# School plan 2018-2020

St Clair High School 8571



# School background 2018–2020

## School vision statement

St Clair High School represents the best of public education. It features:

- quality, experienced teaching staff who are experts in their teaching area and skilled in providing engaging, student-centred lessons;
- innovative school leadership which enhances student learning opportunities and outcomes;
- administrative and support staff who take pride in their work and the role they play in assisting the school to deliver quality educational programs;
- students who are proud of their school;
- a culture of high expectations where high achievement is expected and realised;
- a school where parent and community involvement is welcomed and encouraged.

There is a strong focus upon the development of teaching and leadership capabilities of all staff as this is central to the school's capacity to provide an outstanding academic and social environment for students.

The concept of Personal Best and High Expectations will provide the foundation for the school. Personal Best is a concept which applies to every individual and team in the school and which embeds the process of continuous improvement into the operation of the school at every level. Underpinning the concept of High Expectations is a quality learning environment in which pedagogy creates classrooms where students and teachers work productively in an environment clearly focused on learning. Such pedagogy sets high and explicit expectations and develops positive relationships between teachers and students and among students.

## School context

St Clair High School is situated in the western suburbs of Sydney. Established in 1985 and taking up the present site in 1987, the school, in 2017, has completed 30 years of delivering high quality education to the St Clair community.

With an expected enrolment of 700 in 2018, the School maintains a strong reputation as a provider of quality educational programs, thus attracting a high proportion of students from local and nearby primary schools (both public and private). This strong reputation established by the school over the past decade will continue to be enhanced further in the years to come as a result of our quality teaching and learning programs.

Our fundamental goal is to equip individuals with the capacity to learn how to learn in a constantly changing environment. In doing so, they will be life-long learners empowered through their learning to maximise their individual potential and to contribute meaningfully to our society.

St Clair High School is proud to be a Public School in NSW and aims to provide:

- quality programs in teaching and learning, welfare and social skills,
- a broad curriculum as a vehicle for the development of key competencies,
- a well-resourced environment that stimulates, engages and extends each student's ability and desire to learn, whilst achieving their Personal Best.

## School planning process

Extensive consultation is central to the school planning process.

Our parent and community body reviews the school's achievements on an annual basis and monitors trends of improvement and areas of concern from year to year. This process has occurred for the past seven years and now provides valuable longitudinal data.

Annual financial reports are analysed, along with school directions. The P&C discusses and endorses the key areas for resourcing in the lead up to each school year.

The Student Representative Council is active and informed and provides feedback on many school initiatives.

The staff spends significant amounts of time in work teams, as well as at our three annual weekend conferences, establishing our goals and refining our processes in achieving these goals. Benchmark data on performance across a wide range of areas is gathered and evaluated, and is used for the purpose of informing future directions and establishing new targets. This plan has been endorsed by the executive team.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Excellence in student learning and engagement

### Purpose:

To create learning environments that foster excellence in student learning and engagement. This will be achieved through a culture of High Expectations to support all students to attain their Personal Best and deliver challenging learning models resulting in aspirational learners.

## STRATEGIC DIRECTION 2

Innovative teaching and dynamic leadership

### Purpose:

To develop teaching and leadership practices at all levels to equip students with the skills, values and capabilities to allow them to be successful citizens. Teaching and leadership will be enhanced through consistent practices in the development of numeracy and literacy skills, the use of data to identify student achievement and progress and the development of a culture of High Expectations.

## STRATEGIC DIRECTION 3

Enhanced school and community partnerships

### Purpose:

To build a successful collegial culture with effective partnerships between all stakeholders to enrich student wellbeing and learning.

A culture of High Expectations and respectful relationships will lead to the school being recognised as a community learning hub.

# Strategic Direction 1: Excellence in student learning and engagement

## Purpose

To create learning environments that foster excellence in student learning and engagement. This will be achieved through a culture of High Expectations to support all students to attain their Personal Best and deliver challenging learning models resulting in aspirational learners.

## Improvement Measures

- Increase students in the top 2 bands of NAPLAN to 13% (as per Bump it Up target) by 2019.
- Reduction in the number of students performing at or below the national minimum standard for Literacy and Numeracy by 50%.
- All HSC courses meet or exceed like schools average HSC scores.
- 100% of Indigenous students show growth in school assessment across all curriculum areas. This growth is underpinned by the development and implementation of quality PLPs.

## People

### Students

Students will be provided access to high quality teaching and learning opportunities and are expected to actively engage in their own learning.

### Staff

Teachers will engage in professional learning that supports their capacity to develop and deliver high quality learning experiences.

### Parents/Carers

Parents/carers will share high expectations for their child's learning and celebrate their child's progression. They will engage with their child's learning through participation in school forums.

### Community Partners

Community Partners will share practices to enhance and support the implementation and evaluation of professional knowledge and pedagogical practices.

### Leaders

Leaders will have the direct responsibility to coordinate and facilitate whole school programs to meet the differentiated learning needs of students. Leaders will build the collective capacity of stakeholders to use data to inform teaching and learning practices. Curriculum Head Teachers will develop the skills to devise quality professional learning opportunities for their staff and monitor and evaluate teaching and learning programs.

## Processes

- Develop processes to identify, monitor and grow student capabilities at critical transition points that builds High Expectations and engagement, supports student success in the completion of the HSC, further education and/or transition to employment.
- Data analysis informs teaching practice in determining teaching directions, monitoring and assessing student progress and achievement.
- Establish a culture of high expectations supported by enrichment programs and opportunities resulting in students being challenged to consistently strive for their personal best.
- Students are effectively utilising strategies developed through the Bump it Up initiative including the REPOWER platform, TEEEL scaffold and Read 1, 2, 3 across all stages.

## Evaluation Plan

- Data analysis of Literacy /Numeracy results and student growth/improvement/ achievement of targets.
- Data analysis of HSC results.
- Closely monitor ROSA, SMART, Scout and RAP data to analyse student performance in all courses. Faculties to develop targeted programs to address areas identified as a concern as required.
- Review of enrichment classes.

## Practices and Products

### Practices

- All Aboriginal students will have PLPs that are designed to reflect their needs and support them in a learning environment that honours their culture and individual needs, resulting in increased performance in all external testing.
- Specific pedagogy (TEEEL and REPOWER platforms) in student literacy is evidenced in all Stage 4, 5 and 6 teaching and learning programs.
- Specific pedagogy in student numeracy is evidenced in all Stage 4 and 5 teaching and learning programs and student progress is evident in student growth in NAPLAN.

### Products

- Increase the value added performance for all students in external testing.
- Continual student growth is evident through school based data and consistent feedback on assessment processes.

# Strategic Direction 2: Innovative teaching and dynamic leadership

## Purpose

To develop teaching and leadership practices at all levels to equip students with the skills, values and capabilities to allow them to be successful citizens. Teaching and leadership will be enhanced through consistent practices in the development of numeracy and literacy skills, the use of data to identify student achievement and progress and the development of a culture of High Expectations.

## Improvement Measures

- Increase students in the top 2 bands of NAPLAN to 13% (as per Bump it Up target) by 2019.
- 100% of staff provide evidence of meeting the Australian Teaching Standards through their Performance and Development Plan.
- HSC data demonstrates value added growth scores of 25 or above.
- All staff apply the knowledge and skills acquired from their individual professional learning to improve practice.

## People

### Students

Improved levels of achievement through the development of engaging and innovative differentiated teaching and learning programs that meet the needs of every student.

### Staff

Staff participate in research based professional learning to develop expertise and innovative strategies in meeting the learning needs of every student. They develop and implement PDPs that focus on career development, whole school priorities and the Australian Professional Standards for teachers.

### Parents/Carers

Parents/Carers support innovative teaching and learning practices and the concept of high expectations.

### Community Partners

Community Partners work in partnership to support innovative teaching and learning practices and the concept of High Expectations.

### Leaders

Promote and build connections with other schools to share best practice. They demonstrate instructional leadership, promoting and modelling effective evidence based practice. They lead professional development that is research based, collaborative and focused on the classroom.

## Processes

- Develop a differentiated professional learning curriculum that supports staff to achieve professional learning goals identified through the PDP process that builds teacher capacity at each level of the Australian Teaching Standards –Proficient, Highly Accomplished, Lead and Principal Standard.
- Staff are effectively delivering the strategies developed to support the Bump it Up initiative including the REPOWER platform, TEEEL scaffold and Read 1, 2, 3 across all stages.
- Staff are using contextually relevant data to improve their teaching practice leading to student improvement.

## Evaluation Plan

- Data analysis of Literacy /Numeracy results and student growth/improvement/ achievement of targets.
- Data analysis of HSC results. Closely monitor ROSA, SMART, Scout and RAP data to analyse student performance in all courses.
- Review of faculty programs.
- Evaluation of professional learning events.

## Practices and Products

### Practices

- Enhanced capacity of all teachers to deliver programs that reflect the priorities of literacy and numeracy centred around the TEEEL and REPOWER platforms.
- Technology infrastructure, teaching practices and student engagement are enhanced leading to consistent positive behaviours and the narrowing of the gap between state and school data.
- Teachers provide explicit and timely formative feedback to support improved student learning.
- Data analysis of ROSA, SMART, Scout and RAP data informs teaching practice in all courses.

### Products

- Staff have evidenced through their PDP their progress towards personal goals and whole school strategic directions.
- 100% of TPL funds are expended to support all staff on activities related to the achievement of the milestones of the school plan.

# Strategic Direction 3: Enhanced school and community partnerships

## Purpose

To build a successful collegial culture with effective partnerships between all stakeholders to enrich student wellbeing and learning.

A culture of High Expectations and respectful relationships will lead to the school being recognised as a community learning hub.

## Improvement Measures

- Students, parents and staff indicate improved school communication measured by their participation in annual school based surveys and Tell Them From Me survey.
- Increase attendance and involvement of parents at school events and functions.
- 90% of students are engaged in wellbeing programs.
- Increase use of school facilities by a range of stakeholders.

## People

### Students

Students connect, collaborate and contribute to the wider community through authentic learning experiences.

### Staff

Staff build productive positive relationships with the wider school community to encourage lifelong learning. Staff will facilitate successful pathways for student transition into future educational and vocational directions.

### Parents/Carers

Parent/Carers actively participate in school events and develop respectful relationships with the school.

### Community Partners

Community Partners work together to create meaningful partnerships to engage our students in authentic learning experiences.

### Leaders

Leaders have a creative approach to use of the physical environment to ensure it optimises learning within the school and in the community.

## Processes

- Promote and develop ATSI community networks to improve student achievement, attendance and a greater sense of belonging.
- Strengthen community connections through the development of a community hub supported by newly established infrastructure.
- Promote and develop networks throughout the community to access expertise that supports student and staff learning and wellbeing.
- Establish a school promotion program that communicates with the school community regarding student and school achievements which highlight the school's culture of High Expectations.

## Evaluation Plan

- Wellbeing team monitor participation in welfare programs and conduct evaluations.
- Monitor use of school facilities.
- Monitor levels of community engagement through communication tools utilised.

## Practices and Products

### Practices

- Strengthened links with the ATSI community to build cultural knowledge and experiences in the Aboriginal community.
- Strengthened links with a variety of stakeholders to create authentic partnerships to develop learning opportunities for students, staff, and the community.
- Staff use school systems to promote student achievement and communicate a positive school culture of High Expectations and Personal Best.

### Products

- The community hub in the new building as well as school infrastructure is utilised to engage more extensively with stakeholders.
- Enhanced positive relationships with partner schools (STEPs community) resulting in seamless transition to high school.