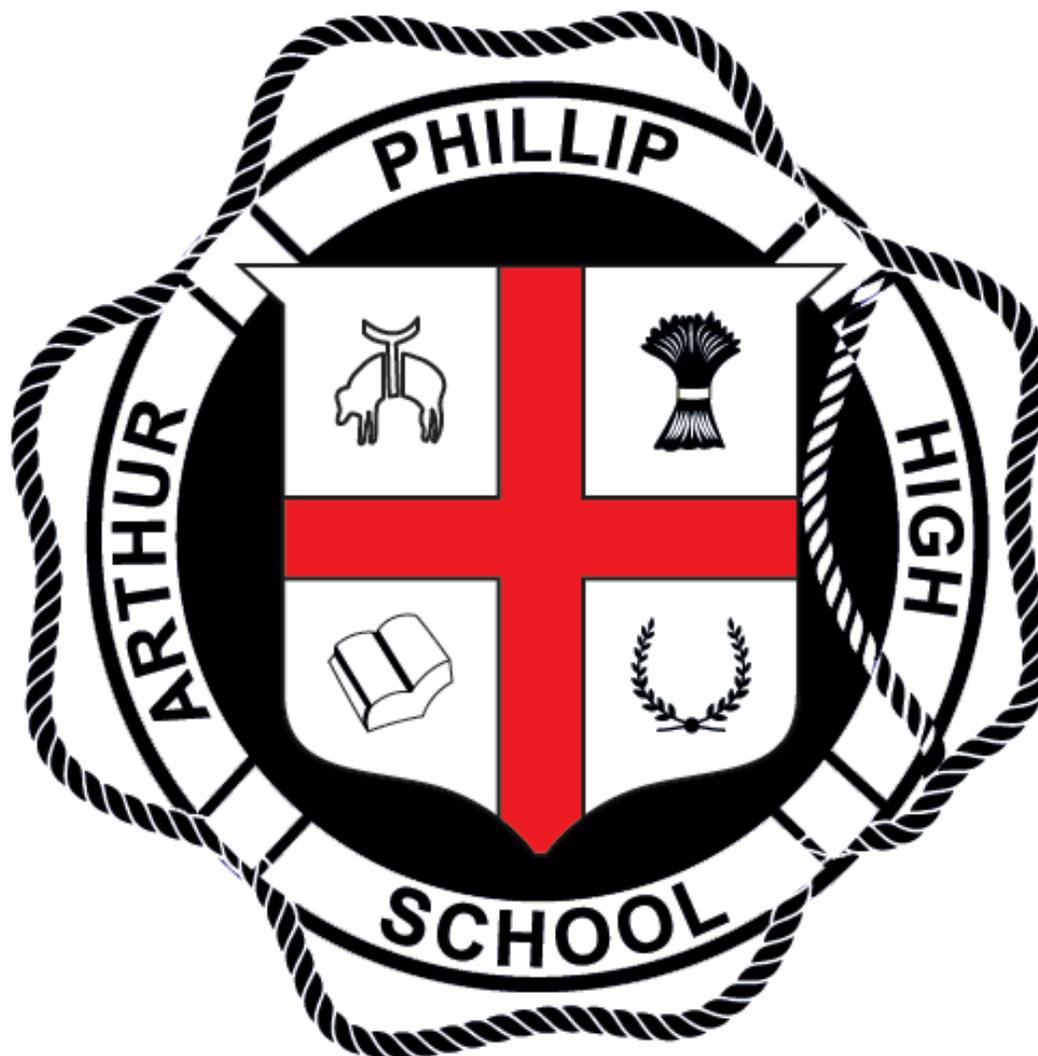


School plan 2018-2020

Arthur Phillip High School 8892



School background 2018–2020

School vision statement

At Arthur Phillip High School we are committed to promoting learning excellence in an inclusive, dynamic and flexible environment. Our collaborative, future focused learning approach maximises engagement and achievement by challenging and supporting students to pursue excellence and develop a passion for learning, through responsible, informed leadership and proactive global citizenry.

Our staff understands the crucial role they play in providing a diverse, multi skilled curriculum with an emphasis on developing literacy and numeracy skills, for our rapidly-changing community. With the advent of our new multi storey future focused built school, they see collaboration and innovation as essential elements in curriculum delivery as imperative for success in our new school. They also recognise the importance of developing the whole child through our focus on wellbeing, physical activity, creative and performing arts and student leadership.

At APHS we cultivate programs and initiatives that celebrate and embrace our multicultural community, recognising the key role our parents play, as well as providing seamless transition points for students entering Year 7 and leaving for tertiary studies or the workplace, at

School context

Arthur Phillip High School (established 1875) is a city school, located right in the heart of the new Parramatta business and education precinct. The school population is diverse with more than 90% of students coming from non-english speaking backgrounds. There are over forty different cultures represented in the school population.

The school has a long history of being a pioneer in the integration of technology into teaching and learning. This pioneering approach will culminate in the occupation of a new future focused, multi storey school purposefully built to foster an online, interactive, digital learning environment that facilitates collaboration, critical and creative thinking, in late 2019.

School planning process

2015–17

- Collection and triangulation of internal surveys and Tell Them From Me Survey data
- Student Focus Group feedback from PBL team
- Ongoing evaluation of the school achievements against the School Excellence Framework
- SRC forums and consultation with staff

2018–2020

- Executive Conference to develop school vision statement and strategic directions
- Presentation to staff on the school plan and school achievements to date

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Learning for the Future, Today

Purpose:

At APHS, we aspire to prepare flexible and resilient students who are prepared for a dynamic world. We shall encourage transferable skills, developing a passion for innovation and life-long learning. This will be achieved by immersing our whole school community in differentiated learning environments, that are grounded in academic research.

STRATEGIC DIRECTION 2

Leadership for Transformational Change

Purpose:

Educators who are reflective, self-directed learners demonstrating high quality practice and who foster and develop effective collaboration with students that enhance learning opportunities and outcomes. Teachers as leaders of change in a future focused learning environment

STRATEGIC DIRECTION 3

Connected Communities for Authentic Partnerships

Purpose:

To empower staff and students to lead the transformation of our diverse school community to a future focused learning environment. To build a school where community is valued and celebrated, with diverse opportunities provided for community involvement and engagement.

Strategic Direction 1: Learning for the Future, Today

Purpose

At APHS, we aspire to prepare flexible and resilient students who are prepared for a dynamic world. We shall encourage transferable skills, developing a passion for innovation and life-long learning. This will be achieved by immersing our whole school community in differentiated learning environments, that are grounded in academic research.

Improvement Measures

- Literacy and numeracy growth of 2% in student NAPLAN results over the next 3 years. Increase the literacy and numeracy results of Indigenous students by 2% by the end of 2020. In our HSC results, we would endeavour to continue to maintain and strengthen our value added results so that they remain above the state average for low, middle and high achieving students.
- Increased student engagement through innovative curriculum, so that our school attendance rates are aligned with the state average.
- Increasing staff expertise in innovative teaching practices and understanding of K-12 enterprise practices.

People

Students

Enhance a diverse range of skills, that will enable student independence in pursuing their own learning. This shall be achieved both through individual and collaborative learning, as students engage in authentic experiences within a range of programs.

Staff

Staff will be involved in ongoing professional development that enhances their innovative teaching practices. They will work collaboratively across the school, to develop cross curricular learning experiences that are engaging and academically rigorous for students at their stage of learning. Staff working in collaboration to embed STEM and enterprises processes across stage based learning.

Parents/Carers

Increase links with parents and caregivers through the formulation of a parent group, online platforms and community events, as well as increased communication through newsletters and information evenings.

Community Partners

Invite and liaise with community partners into our school, bringing their expertise to the students, so that they can be enriched, informed and empowered in their learning.

Leaders

The school executive team lead and monitor the implementation of cross-curricular projects and innovative learning

Processes

Draw on research to develop and implement high quality differentiated cross-curricular projects with a focus on literacy and numeracy skills.

Relevant professional development for teachers that focus on building expertise in engaging and innovative pedagogies. Provide support and establish opportunities to work collaboratively to develop and implement cross-curricular programs.

By designing stage based and whole school programs / projects that develop and enrich creative and critical thinking skills, that prepare them for a dynamic and flexible world. This should include rich STEM opportunities for students and teachers alike.

Maintain focus on writing through TEEL and teacher modelled scaffolding.

Success Criteria and Success for Learning

Research "I can" statements in Literacy and Numeracy activities and as part of the student goal setting document.

Evaluation Plan

All school projects and initiatives will be evaluated by staff and students through regular surveys and focus groups.

Common collaborative assessment will be used to gather data for analysis, reflection and reporting on student progress.

Regular gathering of student samples NAPLAN and HSC data, to be used for analysis, reflection and reporting against the milestones.

Practices and Products

Practices

Developing an ongoing practice of improving the literacy and numeracy results of students, with the support of staff, parents and caregivers, and school leaders.

Common collaborative assessment with personalised feedback and Individual formative assessment for learning. Students are able to articulate their strengths and learning goals to regulate their own learning.

Increased student engagement, leading to a decrease in student suspension and N-Determinations by providing relevant and targeted PD to staff on differentiated teaching practices which allows for an inclusive learning environment.

STEM project and other enterprise products that reflect 21st century learning skills and ways of thinking.

Products

All students in Stages 4, 5 and 6 are involved in cross-curricular, innovative and differentiated programs and have an awareness of their learning goals.

All staff are regularly involved in evaluating programs and providing timely and personalised feedback to students to ensure academic growth and engagement.

Creating differentiated and personalised experiences, which are evaluated consistently for quality and rigour.

An embedded focus on shifting the middle bands of students into higher levels of

Strategic Direction 1: Learning for the Future, Today

People

experiences across different stages, and consistently evaluates their effectiveness of these programs.

Processes

Year 7 2018 will be used as a focus group to determine the success of the collaborative teaching programs. The units will be evaluated and adjusted for 2019.

Practices and Products

reading and numeracy achievement.

Strategic Direction 2: Leadership for Transformational Change

Purpose

Educators who are reflective, self-directed learners demonstrating high quality practice and who foster and develop effective collaboration with students that enhance learning opportunities and outcomes. Teachers as leaders of change in a future focused learning environment

Improvement Measures

100% of staff involved in ongoing professional learning and reflection, using the Australian Professional Standards for Teachers as reference.

Classroom observations and PDP's demonstrate alignment with the readiness and preparation for the move into the new school.

Increase the proportion of students involved in programs and activities that allow them to build or to demonstrate leadership skills.

People

Students

Students have the opportunity to participate in a range of leadership initiatives (including decision making processes) and demonstrate leadership in the school community.

Staff

Staff are provided professional learning opportunities that develop their capacity to lead the planning, development and implementation of future-focused learning in innovative learning spaces.

Parents/Carers

Parents are provided opportunities to engage in the decision-making processes that facilitate our school's transformation.

Community Partners

Develop effective partnerships with the community to support student's learning outcomes and build a robust network with community partners.

Leaders

Highly visible leadership will build the capacity of all staff school-wide, to implement changed processes / practices in alignment with the school plan. This leadership modelling will prepare all staff for the new school building and encourage high expectations and collective responsibility for student learning and success.

Processes

Develop student programs and activities that facilitate, cultivate and provide leadership skills for all students.

Provide all staff with school identified professional learning for future focussed learning pedagogies to engage and extend student ability.

Develop regular community consultation and interaction to facilitate decision making processes.

A whole school approach to wellbeing that works in alignment with student goals and is built around the school's PB4L core values.

Provide ongoing, relevant and localised professional learning for staff as articulated through staff PDP goals.

Evaluation Plan

Progress toward improvement measures will be evaluated through: student, staff and community surveys (e.g. TTFM), comparisons to baseline data, logging of professional learning at NESA.

Internal and externally harvested data

Ongoing evaluation of milestones by school executive.

Practices and Products

Practices

Staff are confident in implementing multi-curricular, innovative teaching and learning practices in ILE including PBL,

A positive, cohesive staff who work collaboratively and celebrate individual and group success and support each other to grow and develop.

All students are participating in programs or activities that allow development and/or demonstration of leadership skills.

The CLO to connect with the wider community and build a data base of key personnel that will form part of the school network.

Products

All staff are trained in facilitating innovative face to face and online teaching practices through blended, multi-curricular approaches.

Student programs and activities that have clear leadership skills components embedded and are accessible to all students, measured against a 2017 baseline.

All staff are provided professional learning that develops their capacity to lead the planning, development and implementation of future focused learning in innovative learning spaces, measured against a 2017 baseline.

Strategic Direction 3: Connected Communities for Authentic Partnerships

Purpose

To empower staff and students to lead the transformation of our diverse school community to a future focused learning environment. To build a school where community is valued and celebrated, with diverse opportunities provided for community involvement and engagement.

Improvement Measures

Increase the proportion of students involved in programs and activities that allow them to build or to demonstrate leadership skills.

All forms of school communication are used to build stronger community connections.

Student attendance matches state average and there is increased engagement of parents and the wider community at school events and extra-curricular activities.

People

Students

Students develop capabilities to successfully connect with the community.

Students identify the value of taking an active role in their learning through community connections.

Staff

Staff are provided with opportunities and expertise to engage with community connections that are linked to educational outcomes.

Parents/Carers

Regular opportunities for meaningful evaluation and collaboration focused on positive and production relationships and strengthening, the school's image as a provider of a quality comprehensive education for all students.

Community Partners

Develop effective partnerships with the community to support student's learning outcomes and build a robust network with community partners.

Leaders

Leaders communicate the mutual benefits of the established links with our community members, services and businesses.

Processes

School leadership provides opportunities for staff to engage in professional development related to multi-curricular approaches, particularly through links with PPS.

Building a shared database of parent and community skills and expertise.

Develop networks with executive staff at PPS using assessment "for learning" as a tool to design a task for Year 6 students to complete to ascertain placement in Year 7 classes at APHS.

Using a variety of communication methods to inform students, parents and wider community about educational opportunities and school events.

Collaboration between staff and community to provide authentic learning experiences and showcase student work.

Evaluation Plan

Community attendance at school run events will be recorded, tracked and then evaluated to further improve community connections.

Ongoing evaluation of milestones by leaders and executive team

Surveys/focus groups/ internal and external data

Practices and Products

Practices

All students are participating in programs or activities that allow development and/or demonstration of leadership skills.

Students are actively engaged in the curriculum, which is varied and provides all students with opportunities to develop their entrepreneurial and workplace skills, particularly through VET and school to work initiatives.

The CLO to connect with the wider community and build a data base of key personnel that will form part of the school network.

Embedding of the joint STEM project with PPS that helps to create a seamless transition into high school.

Products

Grow local (PPS) and global connections where students share their authentic learning experiences.

Students are recognised as key stakeholders and drivers of school improvement through ongoing evaluations and internal validations of school processes and practices.

All forms of school communication are used to promote, highlight, celebrate and encourage excellence in all student achievement.