

School plan 2018-2020

East Hills Girls Technology High School 8187



School background 2018–2020

School vision statement

Our school community, the parents, students and staff are committed to providing a quality education which meets the learning and social needs of our students.

Our vision is both “Educating girls for a Technological Future” and embedded in our school motto, “***Honor ante Honores***”

Our purpose to provide a quality education with a technological focus which inspires girls to develop to their full potential, and contribute to their community as informed, caring citizens.

School context

Our school is a part of the Chipping Norton Network of schools. It has developed as an exciting, energetic and welcoming learning community. With an enrolment of around 1000 students, 65% from Language Backgrounds Other than English, we offer our students quality educational experiences that meet the high expectations of the entire community.

Our students’ successes are supported by innovative teaching practices and a school culture of engagement, participation and excellence. We have excellent leadership, across all aspects of school life including strategic planning and creating teams, to enhance a culture of continuous improvement in teaching and learning.

As a technology high school, we have the strategic vision that all students need to be effective users of technology. As such, our technology vision is targeted to explicit skill development across all stages. We plan and implement effective ICT pedagogies, across a range of digital platforms but especially as an Apple Distinguished Program School, in the use of iPads.. Student leadership and student voice through student involvement in key school initiatives is integral to our school’s many successes.

An effective P&C Association is a positive decision making body that support school programs.

School planning process

The school established a planning milestone team in 2017 to ensure the creation of the new plan was collaborative and comprehensively responded to the transformative nature of strategic planning. The team undertook a comprehensive logic modelling analysis of the previous strategic plan that involved the teaching and non-teaching staff, the P&C Association and student representatives.

The results of the evaluation of the 2015–2017 Plan reflected our successful approach to systems change. This has enabled us to focus a new theory of change around teaching and learning, as well as parent partnerships in teaching and learning in the 2018–2020 plan. The 2016 external validation clarified our need to create quality base line data for evaluating the impact of this new focus.

The Evaluation data was presented as raw data for feedback and comment before the school Executive Team and the Planning Milestone Team responded to the feedback and used the data to create the key ideas to present to a variety of staff working teams. This included using our annual School Excellence Framework Self-assessment to form our improvement measures.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Connected Learning

Purpose:

Our school is committed to ensuring that our community understands the connection between all of our teaching and learning programs and the way they impact on student growth.

The professional growth of our teachers in a supportive environment enables our school to provide an enriched learning environment for all.

Our school recognises the importance of innovative technologies as a way to enhance authentic connections in teaching and learning.

STRATEGIC DIRECTION 2 Sustainable Learner

Purpose:

Our school values personal success and believes that success drives engagement in learning.

We are committed to embedding reflection and feedback to support student learning and build on students' ability to use these tools independently to understand and self-assess their learning progressions.

Our school is seeking to provide opportunities for students to demonstrate and apply skills across a wide range of learning programs. This reflects the school's vision in creating life-long learning.

Our school creates ways for students to collaborate, create, publish and share their learning and apply these skills across authentic and appropriate digital platforms.

STRATEGIC DIRECTION 3 Collaborative Wellbeing

Purpose:

Our school promotes a positive learning culture that at its core values leadership capabilities through providing opportunities to connect, succeed and thrive.

The school actively focuses on ways to improve staff and student wellbeing to the benefit of both.

The school's Welfare Policy is centred around the school motto and ensures that each individual understands their role in supporting the wellbeing of themselves and those around them.

The school is also focused on creating responsible digital citizens who reflect our core wellbeing principles when using all technologies.

Strategic Direction 1: Connected Learning

Purpose

Our school is committed to ensuring that our community understands the connection between all of our teaching and learning programs and the way they impact on student growth.

The professional growth of our teachers in a supportive environment enables our school to provide an enriched learning environment for all.

Our school recognises the importance of innovative technologies as a way to enhance authentic connections in teaching and learning.

Improvement Measures

Increased proportion of students achieving the top two bands in Literacy in NAPLAN.

Increased proportion of students achieving in the top two bands in Numeracy in NAPLAN.

Increased proportion of staff demonstrating changes to pedagogical practice through peer coaching observations.

Increased proportion of staff, students and parents engaged in collaborating on learning programs to enhance their understanding of curriculum, assessment and reporting.

People

Students

Develop an understanding of capabilities being explicitly taught that are transferable across learning areas.

Staff

Shift in willingness of staff to use and create tools/protocols to engage parents in learning progression conversations and future learning.

Willingness to embrace current research and improve understanding of assessment and reporting principles by all staff.

Leaders

Team leaders develop an understanding of a teaching and learning philosophy and demonstrate a willingness to apply this understanding to all teaching and learning programs.

Parents/Carers

Develop a sense of value to the contributions they can make to teaching and learning partnerships.

Processes

1. The Literacy and Numeracy Team will oversee the collaborative practice to embed and reflect on improvements in student Literacy and Numeracy skills. Use research on evidenced based learning led by trained staff peer coaches to build staff expertise in literacy and numeracy as co-learners.

1.2 The Peer Coaching Team will embed protocols of practice into other school teams using the gradual release of responsibility model.

1.3 The Teaching and Learning Team will create a philosophy to underpin all teaching and learning programs in the school. The team will explore and evaluate the application of a connected relationship between curriculum, assessment and reporting.

Evaluation Plan

NAPLAN

Minimum Standards Testing

Evaluation of Peer Coaching and Co-Learning evident in Professional Development Plans

Education Perfect Student Work Samples

Parent Survey data

Parent Participation Numbers

Tell Them From Me

Plan Tacking of Literacy Progressions

Plan tracking of Numeracy Elements

Practices and Products

Practices

Phase 2 and 3 of the gradual release of responsibility model started in 2017 in Literacy and Numeracy facilitated across all faculty areas.

Peer Coaching Trainers to facilitate peer coaching and co-learning protocols across other milestone team initiatives.

Systemic and regular evaluation of teaching and learning programs against a community agreed teaching and learning philosophy.

Products

Increased learning success experiences for students, particularly in literacy and numeracy as indicated by the application of targeted differentiation strategies.

Peer Coaching protocols embedded in all teaching and learning programs.

Community confidence and understanding of the relationship between curriculum, assessment and reporting as articulated in a new teaching and learning philosophy.

Strategic Direction 1: Connected Learning

Processes
School Team Evaluations
SEF S-aS
Milestone Team Reports
Observations

Strategic Direction 2: Sustainable Learner

Purpose

Our school values personal success and believes that success drives engagement in learning.

We are committed to embedding reflection and feedback to support student learning and build on students' ability to use these tools independently to understand and self-assess their learning progressions.

Our school is seeking to provide opportunities for students to demonstrate and apply skills across a wide range of learning programs. This reflects the school's vision in creating life-long learning.

Our school creates ways for students to collaborate, create, publish and share their learning and apply these skills across

Improvement Measures

Increased proportion of students engaged in feedback to teachers on learning.

Increased proportion of student engagement in targeted 2020 skills.

Increased proportion of staff who are collaborating on 2020 skills in varied learning programs, including STEM.

People

Students

Develop a growth mindset that enables students to reflect their learning and understand the next steps in their own improvement/growth.

Staff

Develop skills and confidence to be open to being constructively challenged.

Embed feedback in pedagogical practices.

Explore greater opportunities to contextualise and share content and skills across faculties.

Leaders

Team Leaders create and foster a willingness and capability to build team approaches in change management around growth mindsets and track the explicit teaching of targeted 2020 skills.

Parents/Carers

Develop a willingness to engage in learning reflection practices with students.

Processes

1. The Educational Leadership Team will track the embedding of other school teams and reflection practices across all learning areas.

1.2 The 2020 Skills Team will target specific skills and capabilities determined by the staff and track opportunities to transfer these skills across learning programs.

1.3 The Technology Team will oversee STEM and all digital platform delivery.

Evaluation Plan

Internal data on peer and student feedback

Tell Them From Me

Professional Learning Engagement Data

Student Work samples

Internal skills mapping data

SEF S-aS

Milestone Team Reports

Observations

Practices and Products

Practices

Professional readings, discussions and activities around building skill capabilities and reflection practices incorporated in staff Professional Learning activities.

Identified skills will be mapped and then explicitly taught in all teaching and learning programs.

Cross Curricular STEM projects created and implemented in Stage 4.

Products

Triangulated reflection practices evident across the school.

Students will be able to track and reflect on their learning progressions in targeted skills.

Students able to identify key STEM skills and transfer them independently across all key learning areas.

Strategic Direction 3: Collaborative Wellbeing

Purpose

Our school promotes a positive learning culture that at its core values leadership capabilities through providing opportunities to connect, succeed and thrive.

The school actively focuses on ways to improve staff and student wellbeing to the benefit of both.

The school's Welfare Policy is centred around the school motto and ensures that each individual understands their role in supporting the wellbeing of themselves and those around them.

The school is also focused on creating responsible digital citizens who reflect our core wellbeing principles when using all technologies.

Improvement Measures

Increased proportion of student involved in leadership initiatives.

Increased proportion of staff and students engaged in student recognition program.

Increase the proportion of students demonstrating positive digital citizenship through improved student behavior records on SENTRAL.

People

Students

Develop an ability to identify and embrace informal and formal leadership opportunities.

Staff

Embrace student leadership and voice as valid, legitimate, and embedded in school practices.

Apply Congruent Communication.

line-height: 107%; font-Increasingly willing to invert the deficit model of student management.

All staff to undertake training in facilitating good digital citizenship practices for students.

Leaders

Team leaders create and foster leadership capabilities in the community and develop a new understanding of student recognition and achievement.

Processes

1. Student Leadership Team will create a whole school approach to formal and informal student leadership practices.

1.2 The Wellbeing Team will continue to evaluate and update the school's Wellbeing Policy and support initiatives.

Evaluation Plan

Internal Student Surveys

Tell Them From Me

Student Engagement in Leadership Data

SEF S-aS

Milestone Team Reports

Observations

SENTRAL Report Evaluations

Practices and Products

Practices

Staff/student mentoring programs created to build leadership capabilities.

Complete educational research around student recognition and evaluate current practices.

Complete educational research around contemporary digital citizenship and evaluate current practices.

Products

Student Leadership initiatives embedded in teaching and learning programs.

Wellbeing Policy updated to include new student recognition procedures.

Wellbeing Policy updated to include new Anti-Bullying plans and positive digital citizenship protocols in place for student use.