

# School plan 2018-2020

Hunters Hill High School 8207



**Hunters Hill**  

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**High School**

# School background 2018–2020

## School vision statement

Within a safe, inclusive, innovative and value-rich learning community, staff, students and parents work together to achieve excellence in all endeavours; these endeavours are acknowledged and celebrated.

## School context

Established in 1958 and located on six hectares on the Lane Cove River, Hunters Hill High School is a dynamic learning community for boys and girls from Year 7 to Year 12. The school site is complemented by a spectacular hall, impressive performance space, commercial kitchen and multimedia room. A broad curriculum, extensive programs and outstanding student achievement are testimony to the school's culture of learning, the expertise and experience of staff, our talented students and strong parent partnerships. High expectations, effective discipline, a sensible uniform code, worthy values and supportive pastoral care are evident throughout our learning community. Whilst supporting, nurturing and enabling students to maximise their learning, skilled and experienced teachers encourage students to develop as 21st Century life-long learners. Strong values and skills of resourcefulness, resilience, respect, co-operation, collaboration and responsibility inform and are evident in student learning. The school's focus is the achievement of personal excellence in academic, sporting and creative areas as well as student leadership and citizenship. Students enjoy consistently strong Higher School Certificate results. More than twice the state average progress to university study; alumni have included university medal recipients. The learning and growth of each student is developed within a broad curriculum, a diverse range of sporting opportunities in school, inter-school, state, national and international competition, as well as wide ranging cultural and leadership programs. Strong relationships with partner primary schools are maintained through a series of annual events and programs. An effective and committed P&C Association operates the canteen, the uniform shop, and working bees as well as fund-raising for educational and welfare programs.

## School planning process

**PURPOSE** Hunters Hill High School has a strong history of excellence in comprehensive education. The strategic plan will consolidate and develop priorities that reflect and support our school's direction in the areas of: building staff capacity, student engagement and transition.

**PEOPLE** The school community: teaching and SAS staff, students and parents will be involved through surveys and focus groups to provide feedback on our current priorities, and inform planning for 2015–2017.

**PROCESSES** The school has used a wide range of tools and processes to evaluate the 2015–2017 school plan and determine the school's future strategic directions. These include a whole school needs analysis, curriculum evaluation, whole school program evaluations, as well as analysis of student learning outcomes data and data gathered from surveys. The P&C has been actively engaged in all aspects of this plan.

**PRACTICE** Data analysis has identified the school's strength is reflected in our student value added data; however, there is a need to focus on high-achieving students to improve their performance. Our Learning Support Team contributes to a learning environment which enables successful student transition throughout the educational continuum.

**PRODUCT** The school aims to build a learning environment where all students have the opportunity to reach their potential. This means striving to create an inclusive and caring environment; one in which students realise their abilities and talents and achieve excellence in academic, creative, sporting and community endeavours.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Building Teacher Capacity

### Purpose:

The purpose here is to ensure that all staff have the necessary skill to develop in their students the writing skills necessary to attain the top bands in the HSC. Whilst the school has a solid entry level literacy level those students need to be extended so that they can critically evaluate and analyse and be able to express those conclusions in a sophisticated way. To this end the staff must first be cognisant of the literacy requirements of the courses within their own specialty and be aware of the elements of that combine to create an A range response, not just the content required. To this end staff will undergo a Professional Learning program based around The ALARM method with this being linked to strategies for higher order thinking. In this way students leaving Hunters Hill HS will be prepared for higher education, training and work.

## STRATEGIC DIRECTION 2

Student Centred Learning

### Purpose:

The purpose here is to ensure that every student is challenged and engaged to continue to learn. A whole school review of assessment practices is to be undertaken in order to ensure that there is a clear progression in the skill demands from year to year and that those skills are being developed as appropriate. To this end assessment practices will be focussed more on being formative so that they are appropriate learning experiences. As a corollary to this staff will also be reflecting on and developing their own pedagogy with particular reference to literacy, higher order thinking and technology so that teachers can make better and more appropriate choices in their strategic approaches to both remediating and extending students in line with the demands of the Australian curriculum.

## STRATEGIC DIRECTION 3

The Parent Connection

### Purpose:

The purpose here is to develop a more comprehensive relationship between Hunters Hill High School and its community. This is in order to develop a shared approach to education so that the same values are being reinforced at school and at home. It is important for parents to understand the schools requirements in a range of areas including but not limited to homework, assessment, reporting, public examinations, excursions, uniform and behaviour. In developing this understanding the school will be seeking to develop a rapport with its community in a variety of ways to ensure that the parents have the knowledge and understanding necessary to be able to contribute to school direction as it evolves over the next few years but also be confident in supporting their child to achieve their personal best. This is crucial if public confidence in public education is to be high.

# Strategic Direction 1: Building Teacher Capacity

## Purpose

The purpose here is to ensure that all staff have the necessary skill to develop in their students the writing skills necessary to attain the top bands in the HSC. Whilst the school has a solid entry level literacy level those students need to be extended so that they can critically evaluate and analyse and be able to express those conclusions in a sophisticated way. To this end the staff must first be cognisant of the literacy requirements of the courses within their own specialty and be aware of the elements of that combine to create an A range response, not just the content required. To this end staff will undergo a Professional Learning program based around The ALARM method with this being linked to strategies for higher order thinking. In this way students leaving Hunters Hill HS will be prepared for higher education, training and work.

## Improvement Measures

\* to have 75% of students making expected growth between Year 7 and Year 9 across all elements of NAPLAN

\*To have HSC value added data reach State average in all three areas: lower, middle and higher performing students.

## People

### People

THE **school executive** will use evidence based strategies to monitor the introduction of the ALARM process and the development of teachers ability to access and use pedagogies that develop higher order thinking skills. The school executive will oversee this through a targeted Professional learning program that will support all staff in the acquisition of these skills.

All **staff** will have access to professional learning opportunities that develop in them the ability to deconstruct HSC written responses in their KLA, develop joint constructions, provide appropriate feedback to students on their functional literacy levels and provide appropriate classroom activities in order to develop literacy skills that will allow students to write A range responses.

**Students** will develop an understanding of the hierarchy of written responses and be able to make better choices about how to structure responses to written questions and what material to include. This will require students to commit to the writing process.

**Parents** will have the opportunity to understand the process through an improved communication process (see SD3) and be able to monitor progress through the reporting process.

## Processes

- 1) comprehensive professional Learning program to support the introduction of ALARM
- 2) Complete review of assessment practices to align with the ALARM model
- 3) Pedagogical review to evaluate the prevalence of higher order thinking activities in class, then a staged development program to increase their use amongst staff: eg flipped classroom; project based learning,

## Evaluation Plan

The school executive will be closely monitoring external examination results but will also monitor the attainment of internally decided benchmarks through assessment tasks to gauge progression in literacy skills.

There will also be a monitoring of staff capacity via a skills checklist for the development of a challenging literacy based pedagogy. This will be reinforced through the PDP process.

## Practices and Products

### Practices

- 1) teachers actively using ALARM in classroom
- 2) assessment tasks being used in a formative manner
- 3) challenging classrooms that promote and develop higher order thinking

### Products

- 1) A school wide pedagogy that reflects a focus on writing development
- 2) Students confident in their knowledge and skill in being able to construct A range answers in all subjects
- 3) A structured approach to assessments from 7 to 12 that is developmental for both literacy and higher order thinking

# Strategic Direction 2: Student Centred Learning

## Purpose

The purpose here is to ensure that every student is challenged and engaged to continue to learn. A whole school review of assessment practices is to be undertaken in order to ensure that there is a clear progression in the skill demands from year to year and that those skills are being developed as appropriate. To this end assessment practices will be focussed more on being formative so that they are appropriate learning experiences. As a corollary to this staff will also be reflecting on and developing their own pedagogy with particular reference to literacy, higher order thinking and technology so that teachers can make better and more appropriate choices in their strategic approaches to both remediating and extending students in line with the demands of the Australian curriculum.

## Improvement Measures

\*To have a developmental assessment program 7 to 12 that is formative, developmental and clearly aligned to the skills necessary for HSC success.

\* For teachers to report that there is a higher satisfactory completion rate for assessment tasks.

\* Improvement in external school examination results (see SD1)

\* For students to report that they do find classes challenging and engaging.

## People

### People

**Head Teachers** will ensure the alignment of assessment tasks from 7 to 12. Initially they will identify skills that students need to develop in each KLA. These will then be reflected in a graduated assessment pattern that will develop skills in planning, literacy, analysis and evaluation. **Staff** will be engaged in the ongoing review and development of these tasks as the school seeks to ensure their formative nature.

**Students** will engage with the assessment process in order to achieve their best possible outcomes. This will involve them understanding the assessment process and understanding the importance of planning, drafting, feedback and reflection so that they can develop a greater control of their own learning.

**Parents** will be kept informed by the restructured social media platform and the targeted parent nights. In this way parents can be kept informed of student deadlines and help ensure their being met. At the same time the learning values of the school can be reinforced.

## Processes

1) identification of skills areas that are lacking through close analysis of 2017 HSC

2) review of assessment tasks 7 to 12 to ensure that there is a staged development of skills necessary for Stage 6 success

3) the introduction of the ALARM method into those tasks so that the concept of drafting, feedback, reflection become part of school culture.

4) the ongoing review of assessment task quality to take advantage of a developing pedagogy that aims to increase the staff's capacity for developing higher order thinking skills.

## Evaluation Plan

Whilst analysis of external results are important : NAPLAN, VALID, the HSC There will also be opportunity for staff to compare performance of cohorts performance on like tasks from year to year as well as examining a cohorts growth during a year from the comparison to the internal benchmarks that will be forming the basis of the assessment task strategy. This will help staff to reflect on the development of their own pedagogy.

This reflection will be further developed by linking that pedagogical growth to the PDP process so that staff can get feedback, reflect honestly and meet their own goals and expectations in this area.

## Practices and Products

### Practices

1) A classroom environment that is consciously constructed to develop the targeted skills

2) effective professional learning that is linked to the school goals through the PDP process

3) The development of in school exemplar practitioners in literacy who are able to act as mentors to other staff.

4) A collaborative approach to professional learning that leads to teacher reflection and an ongoing dialectic about best practice pedagogy

### Products

1) quality assessment procedures 7 to 12 that involve the reinforcement of planning, drafting, feedback, reflection and analysis and evaluation

2) a transformed pedagogy within the school that is clearly focussed on the development of skills

3) students who are clearly aware of the skills needed for HSC success and are prepared to take ownership of their learning.

# Strategic Direction 3: The Parent Connection

## Purpose

The purpose here is to develop a more comprehensive relationship between Hunters Hill High School and its community. This is in order to develop a shared approach to education so that the same values are being reinforced at school and at home. It is important for parents to understand the schools requirements in a range of areas including but not limited to homework, assessment, reporting, public examinations, excursions, uniform and behaviour. In developing this understanding the school will be seeking to develop a rapport with its community in a variety of ways to ensure that the parents have the knowledge and understanding necessary to be able to contribute to school direction as it evolves over the next few years but also be confident in supporting their child to achieve their personal best. this is crucial if public confidence in public education is to be high.

## Improvement Measures

\* to have at least 90% of our parents being kept up to date with our social media platform and reflecting that they feel "well informed about what is happening at the school. This to be translated into 75% attendance at information nights.

\* to increase homework completion rates and decrease N award rates

\* To increase attendance at school events like swimming carnivals to the school norm, reflecting an improved school spirit. to facilitate on time payment for school excursions and activities.

## People

### People

The **school executive** will ensure an updated social media presence through provision of an interactive website and social media program

**Staff** will ensure relevant information is passed to **Year Advisors** so they can provide a coherent and current social media feed to each year group parents

**Parents** will be kept up to date with relevant school events in a format that allows them to interact and clarify

## Processes

- 1) reconstruction of school website and social media platform
- 2) development of strategy for use of 1)
- 3) staff training
- 4) limited trial 7 and 11 leading to full implementation of platform
- 5) restructure of information nights.

## Evaluation Plan

Bench line data being collected via survey connected to current email practice of school newsletter distribution.

Growth rates of closed FB groups can then be monitored and we will use data available from social media platform to identify peak times and topics. as well as monitoring numbers at subject specific nights.

Moreover with the ability to remind parents of what their students have forgotten to tell them we will be able to monitor assessment task completion and excursion payment rates.

## Practices and Products

### Practices

- 1) updated social media feeds to targeted groups eg Year 7
- 2)live streaming of targeted events
- 3) more consistent promotion of feature nights.

### Products

- 1) revamped website that is more user friendly
- 2)social media platform that provides our community with relevant and up to date information
- 3) increased parent involvement in the school