School plan 2018-2020

Picton High School 8215

School vision statement

At Picton High School we believe that by working in an enthusiastic and purposeful way, we will inspire and challenge our students to achieve their personal best, developing into confident and innovative individuals, well prepared to take on leadership and to be responsible, productive citizens in the 21st Century.

We value:

- staff and community collaborate and commit to the learning and achievement of every student in an environment of high expectations

- a culture of respect, tolerance and inclusivity where students strive to achieve their personal best

School context

Picton High School is a comprehensive Years 7 to 12 school located in south–west Sydney. A large school, hovering around 1150 students, we have seven percent Aboriginal population and a 45 place support unit. The school focuses on teacher professional learning that reflects current evidence of best practice. Students enjoy a very broad curriculum with a strong emphasis on vocational learning. The school is acknowledged as a leader in vocational learning, having won both state and national awards to support this. Facilities are constantly being upgraded, with additions being the trade training centre in hospitality and the trade training school in metals and engineering. The school actively promotes wellbeing through our PICTON Code and the VIVO rewards system. As a whole school our strengths lay in the areas of leadership, management practices and processes, school resources, collaborative practice and professional standards. This school plan aims to greatly strengthen our student performance measures and wellbeing framework.

School planning process

In 2016 the school underwent External Validation and was found to be validated in each area of the School Excellence Framework. This clearly shows that our executive team, who led the validation process, have a deep knowledge of our context and our student needs. The recommendations and strengths identified during Validation, along with feedback from our staff and parents from a range of feedback sources informs our current School Plan 2018–2020 directions. This school plan once again prioritises student improvement and aims to prepare our students and staff for the futures learning environment of the new school build.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Challenging curriculum and quality student learning

STRATEGIC DIRECTION 2
Teachers leading innovative practice and connecting with others

STRATEGIC DIRECTION 3
Strategic leadership to enable collaborative partnerships and student engagement

Purpose:

Every student in our care is actively engaged in meaningful, challenging and future–focused learning experiences to achieve and thrive as resilient, lifelong learners. Students successfully transition to future learning and employment, with the skills and knowledge to make informed contributions as citizens.

Purpose:

Build workforce capacity through focused professional learning and development that creates a culture where every staff member is engaged in ongoing, relevant and evidence–based learning and practice. Teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspires learning.

Purpose:

School leaders have a commitment to fostering a school–wide culture of collaboration and a shared responsibility for student engagement, learning and success. The school is responsive to its community and effectively caters for its diverse range of students.

Strategic Direction 1: Challenging curriculum and quality student learning

Purpose

Every student in our care is actively engaged in meaningful, challenging and future–focused learning experiences to achieve and thrive as resilient, lifelong learners. Students successfully transition to future learning and employment, with the skills and knowledge to make informed contributions as citizens.

Improvement Measures

- Increase of 1% in the top 2 HSC bands each year from 2018–2020
- Improved retention in senior years
- Value added NAPLAN – HSC minimum standards (reading, writing & numeracy)
- % Reduction in negative incidents, suspension and formal cautions
- Increase in attendance rates
- TTFM data shows an improvement of student self efficacy as learners.

People

Students

engage positively with staff and are active participants in their own learning.

Staff

create an environment of high expectations through collaboration and quality curriculum.

Processes

- On Target: High Expectations (Senior success program) – (Learning: Wellbeing: Caring for Students)
- Wellbeing Framework: PICTON Code – (Learning: Wellbeing: Behaviour)
- Personal Best: ILPs – (Learning: Curriculum: Differentiation)

Evaluation Plan

- NAPLAN & RAP DATA
- Scout – retention, HSC bands & attendance
- Internal data – assessment, programs, IEPs, surveys
- Tell Them From Me

Practices and Products

Practices

- Senior students meet regularly with a teacher to develop the skills required to be successful senior learners.
- All students participate in evidence based teaching and learning initiatives that are data driven and meet individual learning needs.
- All staff and students use the language and practice the values of the PICTON Code when communicating with each other.
- Teachers deliver a differentiated curriculum to meet student ILP needs.

Products

- Senior students meet the individualised learning goals set out in their IEP and these have a direct and positive impact on student achievement.
- 100% of teaching and learning programs are data driven and differentiated for individual student learning needs using the school's preferred teaching/learning strategies.
- Respectful relationships provide optimum conditions for student learning.
- Students can articulate and understand their learning and are challenged in their learning.
- Teaching and learning programs across the school show evidence that they are adjusted to reflect ILP needs.

Strategic Direction 2: Teachers leading innovative practice and connecting with others

Purpose

Build workforce capacity through focused professional learning and development that creates a culture where every staff member is engaged in ongoing, relevant and evidence–based learning and practice. Teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspires learning.

Improvement Measures

- Increase in staff numbers who pursue HAT and LEAD
- Programs and assessment show clear links to visible learning and evidence based teaching and learning strategies
- Reduction in negative incidents as a result of PL on classroom mgt
- Program registers reflect differentiated strategies to reflect student data and learning needs
- Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy
- Increased proportion of students with an HSC, Year 12 certificate or AQF certificate II and above
- Increased number of teachers accredited at the Highly Accomplished and Lead Teacher levels

People

Staff

engage in evidence based practices to engage students in an innovative curriculum.

Leaders

facilitate professional learning to achieve a shared vision of innovative practice.

Processes

- Evidence based practices: Learning intentions, success criteria, explicit teaching (SOLE, Super 6, Newman's, 7 Steps to writing Success, ALARM, PEEL, Differentiation, 8 Ways), Effective feedback (assessment and reporting) – (Teaching: Effective Classroom Practice: Explicit Teaching)

- Optimised classrooms: Classroom Management (establishing routines and consistent practices to engage students in learning) – (Teaching: Effective Classroom Practices: Classroom Management)

- Leadership: Growth Coaching, Australian Professional Teaching Standards (APTS) & PDPs drive continuous improvement in practice. (Teaching: Professional Standards: Accreditation)

- Data skills and use: Use of data to inform teaching/learning and assessment practices – (Teaching: Data Skills and Use: Data Use in Teaching).

Evaluation Plan

Internal data – assessment, IEP, programs

Teacher accreditation data

Sentral and suspension data

TTFM

Practices and Products

Practices

- Visible Learning strategies are core aspects of our teaching and learning practice.
- Teachers manage positive and productive classrooms to improve student learning and engagement.
- High level commitment to self improvement is evident in the culture of reflection and collaboration.
- Data clearly informs teaching directions and the assessment of student progress.

Products

- Students are confident in the use of Visible Learning strategies.
- A demonstration of curriculum innovation, quality teaching and leadership capability.
- Students achieve personalised goals through a differentiated curriculum

Strategic Direction 3: Strategic leadership to enable collaborative partnerships and student engagement

Purpose

School leaders have a commitment to fostering a school–wide culture of collaboration and a shared responsibility for student engagement, learning and success. The school is responsive to its community and effectively caters for its diverse range of students.

Improvement Measures

- At every school event, feedback and consultation is elicited from the community
- Every Visible Learning strategy has an expert instructional leader who is capable of building capacity of others
- The school self assessment shows improvement so that all areas that are currently at 'working towards delivering' are at delivering

People

Leaders

take responsibility for the distribution of knowledge and building the capacity of others

Staff

embed and implement Visible Learning strategies within every day practice

Parents/Carers

play an active role in providing structured feedback on school improvement

Staff

lead the evaluation and improvement of client services and administration processes across the school

Processes

- School Improvement: Design Thinking, community feedback & consultation – (Leading: School Planning, Implementation & Reporting: School Plan)

- Administration & Process Evaluation: professional effectiveness of all school members and processes – (Leading: Management Practices and Processes: Administrative Systems and Processes)

- Instructional Leadership: Professipnal Learning Communities, distributed leadership, strategic resource planning – (Leading: Educational Leadership: Instructional Leadership)

Evaluation Plan

- TTFM surveys, Purpose designed feedback and consultation,
- School self evaluation
- Student work samples
- Student focus groups
- Professional learning calendar
- School website, facebook and app data

Practices and Products

Practices

- All Head Teachers have a Management Plan that reflects the School Plan Strategic Directions
- All teachers collect ongoing evidence of impact to contribute to school self assessment
- At every school event, feedback and consultation is elicited from the community by HT supervisors
- Consistent and equitable procedures exist in all areas of the school to support school operations
- Instructional leaders lead learning on Visible Learning in classrooms and in professional learning sessions

Products

- Staff can articulate their role in meeting School Plan priorities through their faculty Plan
- SEF evidence folders contain evidence of impact, contributed to by all staff
- A set of clear procedures are available to ensure equity in school operations.
- An abundance of feedback is available that reflects community expectations on school improvement