



School plan 2018-2020

Port Hacking High School 8230



School background 2018–2020

School vision statement

At Port Hacking High School, students excel in all fields of endeavour: they are regularly placed in the top ranks of the Higher School Certificate; our sports and performing arts programs attract many talented students. Virtually all of our graduates find places in tertiary institutions, traineeships or full-time employment. We insist on high standards of dress and behaviour from our students and, in return, we offer high standards of teaching, a structured and caring community supported by high quality wellbeing programs and a wide variety of learning experiences. At Port Hacking High School we teach and nurture qualities such as self-motivation, discipline and respect for others so that our students graduate as well rounded, confident and responsible young adults. The entire staff of Port Hacking High School work with parents as school partners in guiding student development to adulthood. They are committed to building relationships based on respect with their students, and to focusing students on success in learning.

School context

Port Hacking High School has a population of 1117 students with strong connections to its community. The school emphasises a balanced education for all students, with a focus on academic achievement along with extra-curricular opportunities in sport and creative and performing arts. The expert staff support all students to strive to achieve to their potential. The school produces well-rounded and respectful young men and women who have the knowledge, skills and values needed to shape their lives and contribute productively to 21st Century society. Port Hacking High School provides extension classes for talented academic students, specialist support for literacy and numeracy, a special education unit, expert tuition in the performing arts, an outstanding student leadership program and high quality well-being programs that support a range of student needs. The school's strategic directions focus on innovation and excellence in:

- learning and well-being
- teaching and professional growth
- leading and managing school practices and procedures

School planning process

School planning is an ongoing and developmental process. In Term 4, 2016 Port Hacking High School participated in the new Department of Education process of External Validation. This process required the school to make informed, evidence based judgements about ongoing school improvement against the 14 elements in the NSW School Excellence Framework. These judgements were then validated by a panel of two principals external to Port Hacking High School and trained in the External Validation process. As a result of this process and in light of recommendations a School Plan Leadership team was established to review and modify the current school plan. Small groups from within this larger team took responsibility for revisions to each strategic direction. On completion of the school plan revisions the draft plan was tabled with the school executive for discussion, consideration and feedback. Based on this, further revisions were made to arrive at the school plan in its current form. Early in 2018 the revised plan was tabled with the school P&C as well as the Student Representative Council for further feedback. The development of draft milestones for each strategic direction has begun and will be completed in early Term 1 2017.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Excellence and Innovation in learning and student wellbeing

Purpose:

To provide teaching, learning and assessment for learning experiences that cater for the diversity of learners so that all students can learn effectively.

STRATEGIC DIRECTION 2

Excellence and Innovation in teaching and professional growth

Purpose:

To implement the most effective strategies to improve teaching and learning by sharing and embedding good practice.

Implement innovative practice that are continually evaluated, refined and allow for success to be measured.

STRATEGIC DIRECTION 3

Excellence and innovation in leading and managing school practices and procedures

Purpose:

The purpose of this strategic direction is to develop excellence and innovation in leading and managing the school. This will occur through rigorous evaluation, greater efficiency in communication and the implementation of a range of school practices, process and procedures.

Strategic Direction 1: Excellence and Innovation in learning and student wellbeing

Purpose

To provide teaching, learning and assessment for learning experiences that cater for the diversity of learners so that all students can learn effectively.

Improvement Measures

Differentiation throughout the Teaching and Learning Cycle

School-wide faculty programs and lessons more widely embed differentiation strategies and expectations that learning will be differentiated.

Improvement of teachers' understanding and implementation of Quality Teaching practices and the teaching and learning cycle, eg. formative assessment (in order to program differentiated learning experiences for students); summative assessment (quality rich tasks) and backward mapping (to ensure that all students can engage with the task).

Improvement in student engagement with learning across the school. (2017 TTFM baseline data on the three areas of Intellectual Engagement). Higher completion rates of assessment tasks and higher quality work.

Future Schools Project: Project Based Learning

Students' skills in collaboration, creative thinking, critical thinking and communication improve as does their valuing of those skills.

Improvement of student performance (growth) in external, standardised tests (eg NAPLAN, HSC) as well as those based on

People

Students

Students demonstrate, in different ways, what they know, understand and can do at different points of the learning cycle.

Staff

To develop the capacity of staff to provide differentiated learning experiences including assessment experiences.

Leaders

Build the capacity of all Executive staff in embedding differentiation into teaching and learning programs.

Parents/Carers

Develop parents understanding of differentiation as an essential learning tool.

Processes

Differentiation throughout the Teaching and Learning Cycle

Review of and collection of teachers' baseline understanding and implementation of the teaching and learning cycle, eg. formative assessment (in order to program differentiated learning experiences for students); summative assessment (quality rich tasks) and backward mapping (to ensure that all students can engage with the task).

Build the capacity of teachers to understand and implement appropriate differentiation strategies across the cohort, from gifted through to low ability students.

Future Schools Project: Project Based Learning

Prototype possible model/s for implementation of Future Focused PBL. 2018 prototype development of 21st century skills (focusing on collaboration, critical thinking, creativity and communication) with our two extension Year 7 classes through a stand-alone PBL subject. Evaluate the possibility of extending this to all Year 7 classes in 2019.

2019 prototype the development of cross-subject, content based PBL with our two extension Year 8 classes. Evaluate the possibility of extending this to all Year 8 classes in 2020.

Student Wellbeing & Discipline

Review and evaluate current student wellbeing programs and to assess whether

Practices and Products

Practices

Differentiation throughout the Teaching and Learning Cycle

Teachers know their students and how they learn (APST Standard 1).

Teachers demonstrate their improved understanding of the link between quality rich assessment, formative assessment and differentiated learning through registration. These embedded understandings direct differentiated teaching practices so that all students can successfully engage with the learning and assessment tasks to their full potential.

Student Wellbeing & Discipline

Implementation of effective and efficient wellbeing programs and processes.

Shared school wide responsibility for student wellbeing is evident through ongoing professional development, skilled guidance and positive modelling to all students.

Sentral is the central record of issues regarding student wellbeing and discipline.

Aboriginal Education

Aboriginal students increase their cultural knowledge pertaining to each student's tribe.

Through connections between the Aboriginal community and non-Aboriginal community meaningful relationships and partnerships between cultures is developed creating an appreciation for others and

Strategic Direction 1: Excellence and Innovation in learning and student wellbeing

Improvement Measures

school evaluation (eg ROSA) is the same as or greater than the growth expected for students from SSG schools.

Improvement on 2017 TTFM baseline data on the three areas of Intellectual Engagement.

Student Wellbeing & Discipline

All student wellbeing and discipline programs and processes are aligned to DoE policy requirements.

All student wellbeing and discipline programs and processes (whether modified, overhauled or untouched) have been evaluated and reviewed for their effectiveness in achieving their intended purpose.

Improved student wellbeing outcomes (eg. positive mental health, positive and productive relationships across the school, resilience and positive behaviour).

Improved compliant use of student wellbeing processes including using Sentral as the central electronic wellbeing record.

Physical records concerning child wellbeing are kept and compliant with the Records Management Policy.

Aboriginal Education

Aboriginal students increase their cultural knowledge pertaining to each student's tribe.

A student meeting place is established to focus on fostering knowledge of Aboriginal

Processes

other wellbeing programs and processes could be more efficient and effective in meeting the wellbeing needs of our students (eg. positive mental health, positive and productive relationships across the school, resilience and positive behaviour).

Aboriginal Education

Grow and foster in our Aboriginal students a sense of cultural identity. Non-Aboriginal students and teachers engage in learning that transforms their understanding of Australia's history including the cultures and experiences of Aboriginal and Torres Strait Islander people as the first peoples of Australia. Build the capacity of teachers to understand and address the specific learning needs of Aboriginal students.

Evaluation Plan

Evidence sources used to evaluate Strategic Direction 1 improvement measures will include:

Tell Them From Me survey

Faculty programs

Published assessment tasks

Teacher surveys

NAPLAN results

HSC results

Internal evaluation of processes and programs

Practices and Products

their history.

Teachers address the specific learning needs of Aboriginal students to ensure that their educational outcomes are equal to or exceed the achievement of non-Aboriginal students.

Future Schools Project: Project Based Learning

Build the capacity of teachers to recognise, articulate and provide learning opportunities in 21st century skills such as collaboration, creativity, critical thinking and communication in their subject areas and as part of the PBL subject.

Build the capacity of teachers to design future focused PBL opportunities for students. These projects are driven by a driving question which authentically focuses on a real world application of core subject content.

Teachers will utilise the skills learnt at professional development forums to impart knowledge and skills of communication, collaboration, critical thinking and creativity.

Products

Differentiation throughout the Teaching and Learning Cycle

School-wide faculty programs and teacher lesson plans incorporate differentiation strategies and differentiated assessment.

Rich quality assessment tasks with differentiated, explicit criteria and a formative assessment framework that allows students to receive meaningful

Strategic Direction 1: Excellence and Innovation in learning and student wellbeing

Improvement Measures

culture and history and as a place where respectful relationships between Aboriginal and non-Aboriginal students can flourish.

More meaningful connections between the Aboriginal community and non-Aboriginal community are created which develops an appreciation for each other and their history.

The educational outcomes of our Aboriginal students are equal to or exceeds the achievement of non-Aboriginal students.

Processes

Sentral records

Student surveys

Practices and Products

feedback.

Future Schools Project: Project Based Learning

Designing and implementing future focused PBL programs which embed the explicit teaching and assessment of 21st century skills (focusing on creativity, communication, critical thinking and collaboration).

Designing future focused cross-subject PBL projects. These projects are driven by a driving question which authentically focuses on realworld application of core subject content.

Teaching & learning programs that explicitly articulate and value 21st century employability skills across all KLAs and increased student awareness of their own skills.

Student Wellbeing & Discipline

Strategic and integrated student wellbeing programs and procedures which effectively and efficiently manage the various aspects of student wellbeing. Programs and processes are aligned to the School Excellence Framework, Student Wellbeing Framework and all relevant DoE policies (eg. Child Protection, Suspension and Expulsion Policy, Code of Conduct, Record Management).

Sentral is the central electronic record of data regarding student wellbeing and discipline.

Physical records are kept and compliant with the Records Management Program

Strategic Direction 1: Excellence and Innovation in learning and student wellbeing

Practices and Products

policy which is aligned to the State Records Act 1998.

Aboriginal Education

Our Aboriginal students gain a personal connection to their culture, non-Aboriginal students have knowledge of and appreciation of traditional forms, whilst concurrently creating a harmonious and mindful relationship between our Aboriginal and non-Aboriginal students.

A student meeting place is established to build Aboriginal and non-Aboriginal students' knowledge of and appreciation of traditional forms, whilst concurrently creating a place where relationships between our Aboriginal and non-Aboriginal students can be fostered.

Strategic Direction 2: Excellence and Innovation in teaching and professional growth

Purpose

To implement the most effective strategies to improve teaching and learning by sharing and embedding good practice.

Implement innovative practice that are continually evaluated, refined and allow for success to be measured.

Improvement Measures

Literacy and Numeracy

Increased teacher knowledge and implementation of the Literacy and Numeracy Progressions.

An increase in the number of students band 8 or higher in Year 9 NAPLAN in reading, writing and numeracy.

Culture of Professional Growth

100% of staff Performance and Development Plans show clear links to the Australian Professional Standards for Teachers and school priorities.

Feedback and internal survey data from beginning and new teachers indicates an induction program that meets and is responsive to their professional needs.

An increase in the number of teachers in undertaking and successfully completing accreditation at HAT and Lead.

People

Staff

Staff demonstrate commitment to the pursuit of excellence, individually and collaboratively through continuous improvement of teaching practices and learning outcomes.

Leaders

Leaders have developed the capacity to support professional growth of staff accreditation at all levels, ensuring our staff are at the forefront of current, evidenced-based pedagogical practice and promoting ongoing improvement for every students.. Leaders provide opportunities for Teacher Identified Professional Development (TIPD) and registered school-based professional learning.

Processes

Literacy and Numeracy

Build capacity of staff and develop systematic processes for plotting student growth on the Literacy and Numeracy Progressions. Implementing strategies for individual improvement and for measuring student growth.

Culture of Professional Growth

Develop a whole school culture of professional growth whereby staff identify and achieve individual professional goals according to their level of development which are aligned with the Australian Professional Standards for Teachers.

Evaluation Plan

The evaluation of the process within this strategic direction will use a range of approaches and evidence sources including:

- milestone monitoring
- external and internal data analysis
- analysis of the quality of student work samples
- impact of professional learning on classroom practice
- increase in distributed leadership

Practices and Products

Practices

Literacy and Numeracy

Strategies will be implemented to target areas of need in Literacy and Numeracy based on testing and plotting trends for individuals and groups.

Teachers will explicitly teach the elements of effective communication (reading, writing, listening and speaking) which will enable students to produce effective extended texts.

Maintain current value added growth in numeracy.

Culture of Professional Growth

Commitment to improving professional knowledge and practice for all through a considered PDP process which is aligned to the maintenance of teacher accreditation..

Implement induction programs for both new staff to the school and beginning teachers to understand the school's administrative, organisational and professional requirements, policies and processes. The Beginning Teacher Mentor will promote school wide responsibility for the successful induction program which results in smooth induction and ongoing professional support.

Provide opportunities for aspiring leaders to develop their leadership capacity and identify personal leadership goals including those seeking higher levels of accreditation.

Strategic Direction 2: Excellence and Innovation in teaching and professional growth

Practices and Products

Products

Literacy and Numeracy

Implementation of a school wide process where teachers are informed by rigorous data analysis that supports students in improving their literacy and numeracy skills across all KLA's, enabling them to integrate elements of effective and sustained communication into assessments and reporting outcomes.

Culture of Professional Growth

A registered beginning teacher induction course for Early Career teachers.

All staff have quality Performance and Development Plans that reflect the teaching standards and individual professional development goals.

Teachers successfully gain higher levels of accreditation and utilise skills gained to lead and manage whole school initiatives.

Strategic Direction 3: Excellence and innovation in leading and managing school practices and procedures

Purpose

The purpose of this strategic direction is to develop excellence and innovation in leading and managing the school. This will occur through rigorous evaluation, greater efficiency in communication and the implementation of a range of school practices, process and procedures.

Improvement Measures

100% of staff are engaging with and using Sentral as part of their day to day school administrative practices.

An increase in the use of relevant digital communication and engagement with our school community. Our digital communication platforms are regularly reviewed and updated with current school information and achievements.

Establish systematic structures to review and update/modify school procedures implemented. Protocols developed for the regular review and evaluation of these school procedures. School policies and procedures reviewed and implemented. Disciplinary system evaluation recommendations will be implemented in relation to modifying or replacing the current disciplinary system.

Staff will engage in professional learning to develop deeper understanding of educational needs of students within Special Education. All students developing a greater appreciation of the needs of special education students through ongoing participation and integration in to whole school activities.

People

Students

Students are continually supported in their learning by quality school practices and procedures and school and community communication.

Leaders

School leadership supports, actively contributes to and models all processes related to Strategic Direction 3.

Parents/Carers

Current and regular communication, including digital communication that informs student progress and achievement, whole school activities and whole school information.

Community Partners

Strong relationships formed between the Special Education Faculty and community partners. Community partners develop a deeper understanding of the individual student needs.

Staff

All staff have developed skills and capacities to use a range of aspects of Sentral to support their daily practices. All staff increased appreciation and use of digital communication to promote the school aligned to department of education policies. Staff actively participates in review and evaluation of school procedures and implement as required. All staff have skills and an increased understanding of the educational, social and emotional needs of students in the Special Education Faculty.

Processes

Improved School Communication

The school will continue to increase the use of Sentral to its full capacity. This will occur through ongoing staff training in the features and functions of this software. This will involve the establishment of a Sentral team to guide this work based on identified staff and school need.

Investigate redevelopment of the school website with a view to a website that is current, informative and engaging. Further develop the use of social media as a means of informing our community of school events and celebrating our achievements.

Policy and Procedure Review

Systematic ongoing review of procedures both school developed and linked to department policies eg. mobile phones, attendance, discipline and wellbeing, code of conduct, child protection. Whole school evaluation of the implementation of the current disciplinary system. This will begin with an evaluation of the current disciplinary system. The evaluation will gather data from students, staff and parents in relation to the effectiveness of this system in monitoring student behaviour. As a result recommendations developed will be considered for implementation.

Special Education Unit

Staff in the Special Education unit to develop policies, practices and procedures that supports the integration of the unit into the PHHS community.

Practices and Products

Practices

Improved School Communication

Staff are engaging with and using Sentral as part of their day to day school administrative and communication practices.

Our digital communication platforms are regularly reviewed and updated with current school information and achievements to maintain high level community communication.

Policy and Procedure Review

Establish systematic structures to review and update/modify school procedures. Develop protocols for the regular review and evaluation of these school procedures.

Recommendations from the evaluation of the current disciplinary system will be considered in relation to modifying or replacing the current disciplinary system.

Special Education Unit

Staff will engage in professional learning to develop deeper understanding of educational needs of students within Special Education. All students developing a greater appreciation of the needs of special education students through ongoing participation and integration into whole school activities.

Products

Improved School Communication

100% of staff will use Sentral for period by period roll marking, student wellbeing

Strategic Direction 3: Excellence and innovation in leading and managing school practices and procedures

Processes

Evaluation Plan

The evaluation of the process within this strategic direction will use a range of approaches and evidence sources including:

- milestone monitoring
- professional judgement
- formal evaluation
- data analysis
- the production of updated whole school policies

Practices and Products

notifications, mark book, reporting and other system relevant modules.

Redevelop the school's website and social media presence. Feedback that digital communication from the school to the community has improved.

Policy and Procedure Review

Whole school policies and procedures updated and implemented in accordance with DoE reforms, new ways of doing business and revised system wide policies. School procedures that have been reviewed, updated, communicated and implemented by all staff.

Special Education Unit

The development of policies, practices and procedures that support the integration of the students and staff from the Special Education unit.