

School plan 2018-2020

Strathfield South High School 8252



School background 2018–2020

School vision statement

At Strathfield South High School – Many Cultures, Common Values, One School – we foster a learning environment which promotes student wellbeing in order to build resilient young people who are ready to participate in the wider community and have the ability to realise their potential. By setting high expectations and employing innovative and differentiated curriculum structures, we aspire to support our students in their learning journey at school and beyond. All learning is based on the establishment of positive, professional relationships where trust is strongly encouraged between students and staff as the cornerstone of all achievement. Student wellbeing and learning support are at the heart of everything we do, as we firmly believe that in order to serve our students as learners we must first develop their confidence as people.

School context

A slice of modern Australia, the students of Strathfield South High School come from all corners of the world, including:

33% from the Middle East

12% from Central Asia, particularly Afghanistan, Pakistan and Iran

11% from East Asia

10% from South East Asia

The remaining 33% come from the Americas, the Pacific Islands, Europe and Africa. We have over 60 community languages and all of the world's major religions are represented in our dynamic and diverse school community. The school makes a point of celebrating all major cultural and religious festivals throughout the year to build an environment of understanding and acceptance between races and faiths. In addition to the more than 9 out of every 10 students who come from language backgrounds other than English, a very significant percentage of our community lives with the effects of socio-economic disadvantage. A notable proportion of our students came to this country as refugees.

School planning process

The whole School Executive analysed and evaluated the previous School Plan, identifying areas of continued focus so that the new school plan became an effective extension of the previous document.

New Strategic Directions were defined.

Staff were consulted and given the rationale for future directions as embedded in the new plan.

The community, through the P&C, received explanation and strategic background to help them understand the new plan and Strategic Directions.

The plan then received their endorsement. The student leadership team was consulted and gave feedback.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Develop and enhance Literacy and Numeracy Achievement

Purpose:

The 2015–2017 School Plan saw significant developments in literacy and numeracy achievement due to the establishment of our Middle School. The 2018–2020 Plan seeks to enhance and develop students' skills acquisition to redress deficits and lay a strong foundation for continued growth.

STRATEGIC DIRECTION 2

Consolidation of High Quality, Reflective Teaching & Learning Practice

Purpose:

Quality Teaching impacts directly upon students' learning experience. This must be driven by leadership which embraces change and innovation through the expression of vision and values, and reinforced through teaching practice which reviews and assesses its own effectiveness.

STRATEGIC DIRECTION 3

Expand and enhance connections to the school community

Purpose:

Following extensive consultation in the period 2016–2017, it was determined that our community was highly receptive to more contact with the school, especially through social media and mobile platforms. In 2018–2020 we will implement new communications strategies and educate our community in their use of these to become more strongly engaged with the school.

Strategic Direction 1: Develop and enhance Literacy and Numeracy Achievement

Purpose

The 2015–2017 School Plan saw significant developments in literacy and numeracy achievement due to the establishment of our Middle School. The 2018–2020 Plan seeks to enhance and develop students' skills acquisition to redress deficits and lay a strong foundation for continued growth.

Improvement Measures

Head Teacher Literacy and Numeracy position created and role defined

A clearly identifiable 'flow-on' link between Middle School and Stage 5 measured through Tell Them From Me student engagement and ACER Progressive Achievement Testing

All faculties using data effectively to personalise literacy and numeracy learning approaches

Value-added growth from Year 7 to Year 9 NAPLAN (specifically in Reading and Writing, and Numeracy as a whole)

Increase in literacy and numeracy results from Year 7 to Year 8 via ACER Progressive Achievement Testing

People

Students

Developing confidence and risk taking in practical learning to promote greater ownership of learning.

Staff

Professional Learning to promote deeper understanding of Project-Based Learning and explicit Literacy/Numeracy teaching strategies.

Leaders

Open communication within the school and between schools to develop a more focused strategic approach to students' Literacy and Numeracy needs.

Processes

Students: Further engagement in project-based learning activities into Stage 5. Ongoing literacy and numeracy growth beyond the Middle School

Staff: Revising Stage 5 and 6 programs to ensure inclusion of formative and summative assessment and explicit literacy and numeracy development as a pedagogical flow-on from Middle School strategies

Leaders: Provide opportunities, time and resources to facilitate the ongoing development of student achievement in literacy and numeracy, including the exploration of improved learning structures in Stage 5

Evaluation Plan

Use of annual Tell Them From Me survey to inform on effectiveness of strategies

Ongoing use of Progressive Achievement Testing into Stage 5 to ensure literacy and numeracy gains do not plateau or drop off

Head Teacher Literacy and Numeracy to lead evaluation of school structures to better facilitate coordinated cross-faculty approaches to literacy and numeracy development

Practices and Products

Practices

Improved Gifted and Talented educational strategies through the creation of an Advanced Learning Middle School class

Executive regularly work with staff on the data available through SCOUT and RAP; as a part of evaluation of programs

Executive-led PL in Faculties focusing on embedding differentiated literacy/numeracy skills and activities

Head Teachers to lead Faculty through audit of current summative and formative assessment practices; what are students learning, how do we know; what are we actually measuring?

Products

Growth in student literacy and numeracy results as indicated by internal and external testing

Consolidated approach to literacy and numeracy in Stage 5

Formative and summative assessment practices in programs across all faculties

Project-Based learning practices in Stages 4 and 5

Strategic Direction 2: Consolidation of High Quality, Reflective Teaching & Learning Practice

Purpose

Quality Teaching impacts directly upon students' learning experience. This must be driven by leadership which embraces change and innovation through the expression of vision and values, and reinforced through teaching practice which reviews and assesses its own effectiveness.

Improvement Measures

All faculties using School Excellence Framework and student data to evaluate practice

Staff actively involved in, and learning from, the implementation of Instructional Rounds to enhance reflectivity and improve practice

All staff receiving targeted professional learning to better support the needs of students with Autism

All Faculties to have programs that are relevant and reflect current research in effective pedagogy

People

Students

Master core skills, think deeply and critically and make relevant connections

Gain skills in critical reflection to assess the role of both teachers and themselves in promoting positive learning outcomes

Staff

Develop capacity to reflect on and refine their practice through the use of data to inform a differentiated curriculum

Professional Learning to improve reflective practices through Instructional Rounds

Leaders

Support and encourage a culture of ongoing improvement by empowering staff through professional learning to develop and refine reflective practice skills

Community Partners

Provide expertise and perspective to existing contexts through professional learning to staff, students and parents

Processes

Students: Gaining the skills to evaluate their own learning and to provide commentary to staff for future program development and revision

Staff: Engaging in reflective, cross-faculty practices through Instructional Rounds and other measures

Leaders: Providing access to staff to gain skills in reflective practice such as data analysis, inter-school site visits, collegial networks and professional learning

Evaluation Plan

Investigation of Instructional Rounds followed by an implementation plan

Development of effective and accessible student end-of-unit surveys to provide feedback on teaching and learning

Program development and evaluation to assess the effectiveness of differentiation and student-centred learning experiences

Practices and Products

Practices

Faculty professional learning focused on current research and data analysis.

Instructional rounds being used to highlight improved practice.

Products

Head Teachers Literacy and Numeracy and Teaching and Learning guide staff development and student achievement 7–12 in accordance with Strategic Direction

HTs lead Faculty through programming reviews on at least a term basis. HTs embed discussion of Registration as part of this reflection.

Creation of annual faculty analysis data utilising internal and external results measured against the School Excellence Framework and presented to Executive.

Greater sharing of practice and pedagogy in cross-faculty contexts.

Strategic Direction 3: Expand and enhance connections to the school community

Purpose

Following extensive consultation in the period 2016–2017, it was determined that our community was highly receptive to more contact with the school, especially through social media and mobile platforms. In 2018–2020 we will implement new communications strategies and educate our community in their use of these to become more strongly engaged with the school.

Improvement Measures

Establishment and use of a Facebook page and a Smart Phone app to communicate with families

Creation of Deputy Principal Support position to facilitate greater liaison with community and oversight of achievement of outcomes

Creation of a Future–focused learning space for STEAM/Middle school

Establishment of an Advanced Learning class in Middle School

People

Students

Continue to engage with groups and organisations outside of the school

Given the opportunity to learn in a competitive, Advanced Learning environment in Middle School

Staff

Professional Learning in the provision of Advanced Learning pedagogies

Increased skills in use of electroniccommunication technologies with parents

Parents/Carers

Up–skilling in use of social media and Smart Phone apps to access information about the school and their children

Leaders

Promotion of a positive image of the school. Increased interaction with local parent and community groups to raise awareness of how they can enhance student opportunities.

Processes

Students: Students aware of, and presenting a consistent positive image of the school in the community

Staff: Using communication technologies effectively to inform parents of student achievements and concerns

Leaders: Continue to generate a positive profile of the school in the wider community through increased community involvement and engagement of local media

Evaluation Plan

Establishment of stronger Social Media profile

Analysis of enrolment trends from local feeder schools to determine areas of future and ongoing focus

Parent satisfaction survey to determine effectiveness of communication strategies

Practices and Products

Practices

Middle School classes engaging with Project–Based and Future–Focused Learning strategies as part of their curriculum.

Regular direct communication to the community through Facebook and Smart Phone Apps to inform parents and others of school events and student achievements

Products

Creation of a top–stream Middle School class to attract students from local schools

A STEAM–focused Middle School learning space is established to promote future–focused learning

Greater use of electronic media to communicate with the community

Improved enrolments from Enfield and Strathfield South Public Schools