

School plan 2018-2020

Sefton High School 8265



School background 2018–2020

School vision statement

Sefton High School aims to maintain excellence in education for all of our students and a perspective of continual future improvement in all aspects of the school's life. Sefton High School consistently demonstrates high expectations of the whole school community, providing a structured, disciplined and high quality teaching and learning environment which fosters excellent standards of academic achievement and wellbeing of students. This provides opportunities for students to reach their individual potential as confident, successful learners ready to engage in further education and a career and to contribute to our society as informed, responsible and productive citizens who display the vital values of integrity, responsibility and respect for all.

School context

Sefton High School, established in 1961, is a co-educational comprehensive school in South Western Sydney. There is an average of 1050 students, balanced evenly between the genders. In 1989 the school became partially selective, so, in addition to community students, each new Year 7 cohort includes 88 students selected on the basis of academic performance as determined by the Department of Education High Performing Students Unit's testing. Sefton High School is characterised by a traditional school structure within which there is dynamic and responsive teaching and learning. At this school most students complete the HSC. Students who wish to take up an earlier vocational and/or further education pathway are given individual support to do so.

Students come from diverse cultural, linguistic and socio-economic backgrounds to form an harmonious and vibrant student body. Families are highly aspirational in terms of their children's education and futures and strongly supportive of the school's ethos and directions as articulated in the Sefton High School Vision Statement. This school is characterised by a focus on high expectations of all and quality teaching and learning in a highly structured and disciplined learning environment. This results in excellent standards of attendance, academic achievement, conduct and personal development.

Sefton High School students consistently demonstrate significant growth in literacy and numeracy skills and excellent levels of achievement in the HSC. Over 90% of students completing the HSC at this school subsequently take up tertiary studies in a wide range of courses.

While at this school, students successfully engage in a range of sports and demonstrate enthusiasm in their participation in Swimming, Athletics and Cross Country Carnivals at House, School, Zone, Regional and State levels. There are also popular House Competitions held throughout the year in a number of sports.

Leadership opportunities are available through Prefects, SRC, House Leadership positions and Year Group activities. A range of cocurricular activities is available and

School planning process

To review the existing Sefton High School Plan and Strategic Directions, all parents, all staff and a cross section of students were given the opportunity to complete surveys and include suggestions for improvement if they wished. The results of the surveys were used for the next steps in the process.

The survey results indicated that all parent and staff respondents believed the existing Strategic Directions provided the best basis for an effective School Plan for 2018–20.

The survey results and comments were used for discussion by Executvie together with a number of other sources of information including NAPLAN and HSC data, suggestions for improvement arising from the 2016 External Validation and detailed discussion of CESE's *What Works Best* publication, the Grattan Institute's *Engaging Students: Creating Classrooms that Improve Learning* and the ideas and information gained and communicated by many staff at a variety of external professional learning courses.

In groups over a number of meetings Executive reviewed the 5Ps (Purpose, People, Processes, Products, Practices) in each of the 3 Strategic Directions to create the School Plan. The complete plan was then reviewed and finalised by the whole Executive in Term 4 2017 and Term 1 2018 for publication in 2018.

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many students enjoy engagement in student-generated initiatives throughout the year which develop their social awareness while raising funds for charities of their choice. Participation in course-related external competitions is encouraged. Camps are held for students in Years 7, 9 and 11 to enhance social skills and school cohesion through group activities. Commitment, achievement and service by students in all aspects of school life are acknowledged during the year through an award system accessible to all students. This school has a strong overall focus on enacting the core values reflected in its motto of *Sincerity, Scholarship, Service*.

School planning process

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Improve students' literacy and numeracy skills

Purpose:

Improve students' literacy and numeracy skills which are the enabling skills that underpin achievement in all secondary school courses, further education and vocational pathways and effective lifeskills.

STRATEGIC DIRECTION 2

Improve students' engagement and success in learning

Purpose:

Improve students' engagement and success in learning in all courses so that they reach their individual potential as learners and are ready to engage in further education, a career at whatever stage they complete their secondary education and engage positively in society.

STRATEGIC DIRECTION 3

Improve teachers' professional skills in providing best quality teaching

Purpose:

Improve teachers' professional skills through professional learning so that they can develop the best quality learning programs and use the most effective teaching strategies to enhance students' learning.

Strategic Direction 1: Improve students' literacy and numeracy skills

Purpose

Improve students' literacy and numeracy skills which are the enabling skills that underpin achievement in all secondary school courses, further education and vocational pathways and effective lifeskills.

Improvement Measures

All faculty programs include links to the agreed teaching/learning model and strategies for writing and reading.

Formal and informal assessment of writing responses by students demonstrate the development of writing skills.

Improvement in students' reading comprehension, writing and numeracy skills as measured by

- an increase in the proportion of Year 9 students achieving expected growth or better in NAPLAN reading, writing and numeracy.
- a decrease in the proportion of students in the lowest two bands from Year 7 to Year 9 and an increase in the highest two bands compared to State proportions in NAPLAN reading, writing and numeracy.
- an increase in the proportion of students in the top two NAPLAN bands for reading and/or numeracy to contribute to the goal of a State increase.

Increased engagement in cocurricular literacy and numeracy activities including PRC, Book Clubs, Sefton Reading Challenge, Writing Competitions, Mathematics Competitions, Books and Buddies, Maths Mates.

Students in the 3 groups, Aboriginal

People

Students

- understand and strive to attain the high standards of literacy and numeracy skills required for successful completion of external school tests, HSC courses and all successful learning and life skills.
- learn how to apply and practise what they are taught.
- are willing to read and develop an interest in reading to increase their reading skills.

Staff

- understand how literacy and numeracy underpin all learning.
- know the high standards of literacy and numeracy required of students and develop strategies consistent with SHS priorities for explicitly teaching the skills relevant to their courses and classes.
- promote the school focus on encouraging students to read more widely and to use the Library.

Parents/Carers

- are aware of the high standards of literacy and numeracy skills required for successful completion of external school tests, HSC courses and the importance of these skills in all successful learning and life skills.
- support the school focus on encouraging students to read more widely and to use the Library.
- understand that reading fluency can only be improved through reading experience.

Processes

Collaborate on determining a consistent and effective **writing** model for paragraphs and extended responses and strategies for teaching it across the Year 7 –12 curriculum.

Effectively teach the SHS model for writing paragraphs and extended responses, teach and mark persuasive writing and engage in professional learning about these and the National Literacy and Numeracy Progressions.

Review literacy and numeracy aspects of current programs to ensure they effectively incorporate SHS priorities, the Literacy and Numeracy Progressions understandings and address the NAPLAN and HSC Minimum Standards requirements. Incorporate these into new programs as they are developed.

Explicitly emphasise students' active engagement in wide reading as a basis for literacy improvement. Encourage students to read books requiring greater use of thinking skills.

Evaluation Plan

- Monitor teaching / learning programs for effective literacy and numeracy strategies.
- Track progress of students towards meeting NESA's minimum standards for the HSC.
- Study students' writing samples to evaluate the effectiveness of the application of the model.
- Monitor borrowing from the Library and student participation in PRC and Book Clubs.

Practices and Products

Practices

A consistent model and strategies for the development of writing skills for Years 7–12 and consistent strategies for teaching and using reading comprehension across the Year 7–12 curriculum are implemented to improve student achievement in all courses.

Literacy and numeracy skills are addressed at standards which are high enough for successful completion of external tests, such as NAPLAN, HSC Minimum Standards tests and HSC courses.

Products

Consistent writing models for paragraphs and extended responses are taught to students in all courses and students know how to use them effectively. Feedback provided to students is based on the features of high quality writing.

Faculty teaching/learning and assessment programs include specific literacy and numeracy strategies to develop all students' skills at the high standards required for external tests and HSC courses.

Strategic Direction 1: Improve students' literacy and numeracy skills

Improvement Measures

Background, Low Socio-economic Background and English Language Proficiency Needs funded under the Resource Allocation Model, improve their literacy and numeracy commensurate with their cohort.

People

Leaders

- consistently emphasise to all staff the high standards of literacy and numeracy skills required for successful completion of external tests and the HSC courses and the importance of teaching literacy and numeracy as enabling skills in all courses.
- emphasise the necessity for, and importance of, the use of consistent models and strategies for reading, writing and numeracy.
- lead the development of a literacy culture focused on effective teaching strategies and assessment and their implementation.
- foster the sharing of ideas and strategies within the faculty and across the school.

Processes

- Analyse NAPLAN, HSC minimum standards tests and HSC results.

Strategic Direction 2: Improve students' engagement and success in learning

Purpose

Improve students' engagement and success in learning in all courses so that they reach their individual potential as learners and are ready to engage in further education, a career at whatever stage they complete their secondary education and engage positively in society.

Improvement Measures

An increase in the proportion of teachers who have participated in Quality Teaching Rounds.

Analysis of each student's school reports for each course, VALID results and NAPLAN growth shows significant progress towards the highest possible educational level of achievement commensurate with abilities.

Successful learning outcomes for students are evaluated by

- HSC Average Difference from State (value added) in each course reflects maximum growth for the candidature.
- proportion of students receiving two or more Band 5 and/or Band 6 (or E3 or E4) in HSC courses.
- number of HSC courses in which the proportion of students in the top two bands is above state average.

Revised assessment tasks, feedback and reports for Preliminary and HSC courses are implemented efficiently and provide useful information for summative and formative assessment.

Each student's ability to engage in learning is enhanced by developing organisational, study, and self-management skills and

People

Students

are committed to actively challenging themselves in terms of learning and performing to the best of their ability in all learning situations by

- attending school regularly and punctually.
- behaving and engaging positively in school life.
- listening attentively, thinking, reading, writing and speaking, particularly by asking questions.
- having high and challenging expectations of themselves, taking responsibility for their own learning and striving to meet learning success criteria.

Staff

- have high expectations of all students and provide learning challenges for the full range of students.
- are committed to teaching all students effectively so that students attain high standards of learning outcomes.
- are committed to consistently using the Quality Teaching and Assessment framework to enable students to learn to as high a standard as possible.

Parents/Carers

- recognise the importance of and ensure regular attendance at school and positive engagement in school life by their children.

Processes

Initiate or expand professional learning for all teachers in the Quality Teaching Model for classroom practice and assessment including through the use of Quality Teaching and Quality Assessment Rounds.

Develop and implement a program of professional learning for teachers focusing on effective management of student behaviour.

Draw on research to develop a Years 7 – 12 Study Skills program across the curriculum which expands on current practices and includes best-practice strategies for further skills and provide the relevant professional learning for teachers.

Analyse data for students and develop strategies. Initially focus on tracking high ability students. Refine methods for efficient tracking of individual student performance data, and develop strategies to address findings.

Evaluation Plan

- Analyse HSC data using Average Difference from State (value added) and achievement measures.
- Analyse NAPLAN and VALID data using growth and/or achievement measures.
- Analyse student reports individually and in cohorts.
- Analyse student profile entries and engage Head Teachers in informal discussion about teachers' levels of confidence and expertise in managing student behaviour.

Practices and Products

Practices

Teachers' participation in intensive, effective professional learning about improving classroom practices is further developed.

Programs reflecting best practice are collaboratively developed from new NSW syllabuses then implemented and refined.

Revised assessment programs which include changes to the types and numbers of tasks such as for Preliminary and HSC courses are implemented, evaluated and refined and reports are adjusted accordingly.

A structured Study Skills program for Years 7–12 across the curriculum is developed and implemented.

Processes for tracking overall achievement of individual students from entry onwards are further developed. Analysis, development and implementation of strategies for all students are efficient and effective in leading to improvement.

Products

Programmed, well-structured lessons utilising the NSW Quality Teaching Model and Quality Assessment are consistently delivered by teachers to engage students in learning.

Implementation of syllabuses through highly effective teaching and learning programs resulting in high achievement by students and high levels of student engagement.

The assessment program for Preliminary

Strategic Direction 2: Improve students' engagement and success in learning

Improvement Measures

increased responsibility for his/her own learning progress.

Students in the 3 groups, Aboriginal Background, Low Socio-Economic Background and English Language Proficiency Needs funded under the Resource Allocation Model, improve their engagement and achievement in their courses commensurate with their cohort.

People

- foster high aspirations and high standards of work in students.
- ensure that students have a suitable facility for study and engage in regular study habits at home.
- attend parent/teacher and information sessions and respond positively to suggestions for improvement of their child's school performance.

Leaders

- lead the analysis and use of data for high quality teaching and learning.
- emphasise and demonstrate the importance of high aspirations in all student, parents and staff.
- develop structures and processes for ensuring a high standard of performance by students and staff.
- foster sharing of expertise within the school.
- lead the use of the School Excellence Framework and survey data to facilitate continuous improvement.

Practices and Products

and HSC courses complies with current NESA requirements and is used effectively to assess student achievement and inform planning for learning.

Effective strategies for study skills such as note-making and for homework tasks are understood and used by all students to maximise their own learning and achievement.

Students are productively engaged in learning and attain the highest possible educational level of achievement commensurate with their abilities. Achievement and growth in school assessment, the HSC and external tests indicate significant progress.

Strategic Direction 3: Improve teachers' professional skills in providing best quality teaching

Purpose

Improve teachers' professional skills through professional learning so that they can develop the best quality learning programs and use the most effective teaching strategies to enhance students' learning.

Improvement Measures

High quality programs are completed and implemented in the required time frame. All syllabus requirements and the elements of the school's policy are incorporated.

Units of learning show evidence of teachers' effective use of data, both external and internal, to inform teaching practice and to facilitate improvement.

Improvements in student achievement and engagement reflect the consistent implementation of assessment practices guided by the NSW Quality Teaching model including principles of assessment for learning and feedback to students.

Feedback on professional learning activities and programs reflects engagement by all teachers in effective and relevant learning which aligns with school priorities and meets the needs of individuals.

People

Students

- expect that their teachers will provide lessons which lead to effective and high quality learning.
- expect that their teachers be up-to-date in their pedagogy, subject knowledge and resources.
- respond positively to teachers' quality teaching and feedback.

Staff

- continually reflect on and refine their syllabus, program-based and skills knowledge and their teaching and assessment practices.
- engage in relevant professional learning opportunities that are offered internally and externally.
- use a planned framework for their professional learning and engage effectively with the DoE Performance and Development Framework.

Parents/Carers

- expect that teachers will provide lessons which lead to effective and high quality learning.
- expect teachers to be up-to-date in their pedagogy, subject knowledge and resources.

Leaders

- lead and foster a commitment to professional learning and the maintenance of currency in knowledge of educational developments.

Processes

Support faculties in effective professional learning about and implementation of literacy and numeracy teaching strategies and requirements.

Develop high quality course programs, units of learning and banks of faculty resources to engage and effectively teach the full range of students.

Facilitate collaboration within and across faculties in effective professional learning to develop or review programs for teaching, learning and assessment.

Engage teachers in professional learning about the different types of data available to the school and how this can be used to guide teaching and learning.

Evaluation Plan

- Monitor syllabus implementation and the writing or revising of course programs.
- Monitor the linking of teacher professional learning to the school's strategic directions at whole school, faculty and individual teacher levels.
- Analyse HSC results, including comparisons of value-adding before and after implementation of new programs/ assessment practices.

Practices and Products

Practices

Teachers' depth of knowledge and understanding of relevant syllabuses and programs is enhanced and the necessary effective course and literacy and numeracy teaching strategies are implemented.

Teachers' knowledge and understanding of the purposes of assessment, assessment practices and feedback is further increased and implemented including through the use of the NSW Quality Assessment framework.

Teachers' skills in interpreting data and understanding its implications are further developed.

Products

A high standard of learning by students and achievement in external tests results from the effective delivery of lessons by teachers, based on their deep understanding of teaching course programs, literacy and numeracy skills and use of effective strategies.

Consistent use by all teachers of high quality assessment practices to enhance student learning.

Increased student skills in addressing a wide range of assessment tasks and efficacy in using feedback to improve their own learning.

Effective and confident use of data by all teachers to inform teaching and learning for individual students, classes and course groups.

Strategic Direction 3: Improve teachers' professional skills in providing best quality teaching

People

- lead the development of school based professional learning such as School Development Days.
- lead the development and refinement of programs and supervise their effective implementation and the use of quality pedagogy.
- lead the effective implementation of the Performance and Development Framework.