

School plan 2018-2020

Swansea High School 8389



School background 2018–2020

School vision statement

Swansea High is a safe, friendly, healthy and energetic learning environment. There are strong partnerships between staff, students and the community who all strive to achieve personal best. To ensure all have an equal opportunity to succeed we are respectful, responsible and ready to learn.

School context

Swansea High School is comprehensive, co-educational school with an enrolment of 675 students including a proud Aboriginal component of 11%. We are committed to providing a supportive learning environment, fostering greater student participation and encouragement to exceed personal best. We have a strong technology base that aims to increase student engagement along with providing a key process for sharing learning and teaching resources. We are incorporating a variety of literacy and numeracy strategies across all KLAs to improve pedagogical practice and student outcomes. Our 52 teaching staff range from very experienced to early career, including 8 Head Teachers. To support our students we have eight administrative staff and four student learning support officers. The staff at Swansea High are innovative, focused on continual improvement and support curriculum aimed at meeting the needs of all students.

We are a Positive Behaviour for Learning School which is student led with expectations developed by students for students.

Programs to support retention from partner Primary schools, the creative and performing arts and gifted and talented programs have been implemented and producing positive learning outcomes.

School planning process

Students, staff and the community are involved in an ongoing evaluation and development of the school plan. Surveys, presentations, forums, think tanks, evaluative analysis and reflection on implementation success are used to determine current status, refine processes and expectations and to develop future directions. DoE as well as in-school data is used to underpin the planning process.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Creating stimulating learning
environments

Purpose:

To create physical and learning environments that have high expectations, are engaging, personalised, flexible and inclusive. These environments are where students and staff gain skills to support their progress and there is evidence to show expected growth in all areas.

STRATEGIC DIRECTION 2

Developing positive
partnerships and relationships

Purpose:

Fostering positive relationships within and beyond the school to create peaceful, respectful and productive learning environments. To create partnerships beyond the school that increase networks and support improved opportunities for authentic, real world experiences.

STRATEGIC DIRECTION 3

Promoting individual personal
best

Purpose:

Opportunity for success is the right of all students and staff. Tailored learning including literacy and numeracy and personal reflection supports the achievement of personal best and develops confident learners.

Strategic Direction 1: Creating stimulating learning environments

Purpose

To create physical and learning environments that have high expectations, are engaging, personalised, flexible and inclusive. These environments are where students and staff gain skills to support their progress and there is evidence to show expected growth in all areas.

Improvement Measures

- All teachers are involved in Learning Teams where practices are refined through feedforward processes
- All projected technology programs are implemented, evaluated and refined.
- At least 90% of students in Yr 9 2020 will have improved understanding of identified ICT skills from baseline data
- Students indicate improved engagement above state average through the TTFM and 1% improvement in attendance..

People

Staff

- Staff PL to develop skills and strategies in visible learning strategies emphasising student centred learning, 5Cs and formative assessment
- Staff refine programs and assessments to differentiate and include reasonable adjustments to personalise learning
- Staff develop skills in collaboration and feedforward through membership of Learning Teams

Students

- Students engage with the 5Cs and are trained in the skills required for Student Centred Learning
- Students gain skills in digital literacy.
- Student attendance increased

Leaders

- Increase leadership density of innovation in learning
- Provide PL that is personalised and challenging
- Develop feedback mechanisms to measure impact

Parents/Carers

- Improve understanding of curriculum through P&C information evenings

Processes

- Evidence based high impact Visible Learning strategies are implemented in all classes.
- Technology enhanced learning opportunities are available for all.
- Formative assessment strategies explicitly embedded in all teaching practice.

Evaluation Plan

- Observation of Learning Teams and classroom practice
- Meeting minutes
- Pre and annual post tests (practical)
- Program and assessment audits
- Student forums

Practices and Products

Practices

- All staff utilise high impact Visible Learning strategies in all classes.
- All students and staff utilise technology to enhance learning outcomes

Products

- All units of work have evidence of ICT, 5Cs, formative assessment, data driven differentiation and reasonable adjustments included in programs.
- All faculties have at least 2 student centred units of work in each year
- 80% of assessments are 'as & for' learning

Strategic Direction 2: Developing positive partnerships and relationships

Purpose

Fostering positive relationships within and beyond the school to create peaceful, respectful and productive learning environments. To create partnerships beyond the school that increase networks and support improved opportunities for authentic, real world experiences.

Improvement Measures

PBL data will improve by 5% in the yellow and have less than 1% in the red by 2019 and be maintained through 2020

Students indicate a 8% improvement in connection with the school from baseline data

20% increase in partnerships and student involvement with external agencies that support learning & well being.

People

Staff

Staff develop positive relationships and partnerships with students, parents and community to foster productive learning environments

Students

Students work in partnership with staff, parents and community to exceed their potential.

Parents/Carers

Parents are partnered with the school community to support student growth.

Processes

Implement a whole school process that refines the implementation of PBL and wellbeing programs

Create connections and partnerships that enhance attendance and the learning opportunities for staff and students

Implement cultural and learning programs to support closing the gap for Aboriginal students

Evaluation Plan

PBL Data analysis

TTFM Survey

Internal Wellbeing surveys

Attendance data

Practices and Products

Practices

Statistical Analysis of PBL and wellbeing internal and external data drives needs focussed interventions

All staff use the language and strategies of PBL

Students and staff are engaged in partnerships and programs that enhance learning through partner schools and external agencies and personnel.

All students have a HSC mentor

Products

Increased targeted programs and interventions to support students with additional needs

Increased specific purpose links and partnerships with external agencies and personnel.

Strategic Direction 3: Promoting individual personal best

Purpose

Opportunity for success is the right of all students and staff. Tailored learning including literacy and numeracy and personal reflection supports the achievement of personal best and develops confident learners.

Improvement Measures

At least a 10% increase in students who achieve above state growth in all aspects of Literacy and Numeracy

At least 80% of a randomly selected student group of 100 students can engage in self-reflective conversations using the language of growth mindset.

At least 60% of students have above expected growth in all aspects of NAPLAN

At least 10% decrease in Aboriginal students below minimum standards and at least 50% of Aboriginal students achieve expected growth

Value added data for HSC is improved.

People

Staff

Staff provide personalised, evidence based strategies and support to promote improved student learning outcomes.

Students

Students engage in self-reflection tracking to develop learning goals and a growth mindset.

Students

Students engage in self-directed learning.

Processes

Teachers engage in differentiated PL to implement literacy and numeracy strategies that support students to achieve personal best

Growth Mindset Tracking Process implemented to focus on continual improvement and goal setting

Targeted professional learning for all staff linked to PD Plans aligned with the school plan

Evaluation Plan

Data Analysis of NAPLAN & HSC

Creation of internal improvement data

Peer observation and feedforward process for staff

Student Forum / Survey

Practices and Products

Practices

Growth mindset language and strategies are evident in all classrooms and during the tracking process.

Literacy and numeracy strategies are taught explicitly in all classes.

Strategies from Learning plans are implemented in classrooms

School based progress data is developed and utilised to measure impact

Products

All programs and assessments include literacy and numeracy strategies

All staff have Learning plan notations about students in their classes

All staff have accreditation and PD plans in place that support improved practice in school focus areas.