

School plan 2018-2020

Pendle Hill High School 8395



School background 2018–2020

School vision statement

Pendle Hill High School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child.

We believe that, while students learn in different ways and at different rates, all students can and should experience success in their learning. We also believe that

- the quality of teaching makes a difference to the quality of student learning
- quality learning and teaching must be the main focus in every classroom
- high expectations are necessary for excellence to thrive
- good attendance at school is a vital part of student learning and achievement
- all students must have access to information and communication technology skills to meet their educational and vocational needs
- students, parents and teachers must work together to create a safe, caring and disciplined learning environment where improvement, commitment and excellence are recognised and rewarded
- a culture of continuous improvement and shared responsibility optimises student learning
- all students benefit from access to School to Work initiatives to support their transition from school to post-school education, training and/or employment.

School context

Pendle Hill High School is a coeducational, comprehensive secondary school for students from Years 7 to 12. 62% of students are from a language background other than English, with a total of 49 different languages represented. Our focus is on the delivery of high quality learning in a safe, caring, supportive and well-disciplined environment. Our school serves the Wentworthville, Pendle Hill and Toongabbie communities and was opened in 1965.

Pendle Hill High School is a school with strong community involvement and experienced and dedicated teaching, support and administrative staff. Our school is an active member of the Toongabbie Learning Community, with a range of shared programs planned and implemented with our 8 partner primary schools.

We are a school where students, parents and teachers work together to ensure that learning is celebrated, excellence is expected, effort is rewarded and diversity is respected.

Our students benefit from wide curriculum choices, strong and active community links, structured workplace learning opportunities, expert teaching and individual attention. Priorities include literacy, numeracy, the use of technology, student engagement and retention and student leadership.

Individual learning needs are met through a mix of graded and mixed ability classes to better support all students in their learning.

Excellence, commitment, achievement, respect and responsibility and the development of positive attitudes to learning and concern for others are actively promoted and rewarded as part of our learning and wellbeing programs.

A comprehensive welfare program integrates our school's core values of respect and responsibility to support all students in their learning.

Our school uses our Resource Allocation funding to support a broad curriculum, personalised learning, literacy

School planning process

Our school recognises and celebrates the partnership between students, parents and staff – a partnership essential to the successful improvement of student learning outcomes and to the personal growth of our students.

The planning process in our school has been inclusive, collaborative and consultative. We value the diversity of views and experiences within our community.

Our school improvement team works to

- assess our school's progress against the statements of excellence set out in the learning, teaching and leading domains of the Department of Education's School Excellence Framework and the Teaching Standards
- evaluate the effectiveness of previous school plans
- analyse student and school performance data, including HSC, NAPLAN and school-based performance data
- review measures of student participation and engagement in learning
- assess the success of student transition from primary to high school and from the senior years of learning to future learning and employment
- review the use of evidence-based teaching strategies
- consider the opportunities provided for all students to experience learning success.

Students, parents and staff were consulted and participated in the development of our school vision, setting directions for teaching and learning, identifying improvement priorities and monitoring progress.

Our aim is to plan, act and review so that

- we will work with you to develop a personal learning improvement plan for your child, focusing on literacy and numeracy skill development
- your child will be taught by experienced and dedicated

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and numeracy, transition programs and equitable academic opportunities to meet the needs of individual students.

School planning process

teachers who are able to constantly update their professional learning and teaching skills

- your child will benefit from being part of a small class group, enabling greater individual attention
- your child will have access to the latest resources and learning technologies
- we will focus on developing and maintaining positive behaviour for learning –responsibilities, respect and rights
- you will be welcome in our school. Parent involvement and early intervention are important so that all students look forward to coming to school and experience success in their learning.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Improving Student Learning and
Achievement

Purpose:

Our school is committed to improvement, learning success and equity in education for our students. We want every student to achieve their potential to become successful learners, confident and creative individuals and active and informed citizens.

This means we aim to:

- improve the literacy and numeracy outcomes of every student
- increase the level of students' participation and engagement in learning
- improve the quality of teaching and learning
- ensure all students achieve the syllabus standards for their stage of schooling
- raise expectations and provide opportunities
- strengthen partnerships between schools, parents and caregivers and community agencies

STRATEGIC DIRECTION 2

Quality Teaching and
Leadership to Improve Student
Learning

Purpose:

We know that the quality of teaching makes a difference to the quality of student learning.

Effective teachers understand how students learn, take a systematic and sequenced approach to teaching, use data and evidence to assess how students are progressing and engage students in meaningful, challenging and future focussed learning.

We are committed to building a school-wide culture of high expectations where teachers ensure they are meeting the learning needs of their students, challenging all students to improve their performance and making clear what all students are expected to know, understand and do.

STRATEGIC DIRECTION 3

Promoting high expectations,
personal excellence, positive
values and student wellbeing

Purpose:

A sense of belonging and feeling safe at school is essential if students are to be interested and motivated in their learning.

We believe that positive and respectful relationships across our school community, with high levels of student, staff and community engagement, are essential for promoting student learning, engagement and achievement.

A consistent whole-school approach to student wellbeing with clear behaviour expectations leads to a teaching and learning environment where all students have the opportunity to connect, succeed, take responsibility and make a positive contribution to our school, our community and our society.

Strategic Direction 1: Improving Student Learning and Achievement

Purpose

Our school is committed to improvement, learning success and equity in education for our students. We want every student to achieve their potential to become successful learners, confident and creative individuals and active and informed citizens.

This means we aim to:

- improve the literacy and numeracy outcomes of every student
- increase the level of students' participation and engagement in learning
- improve the quality of teaching and learning
- ensure all students achieve the syllabus standards for their stage of schooling
- raise expectations and provide opportunities
- strengthen partnerships between schools, parents and caregivers and community agencies

Improvement Measures

- increase the percentage of students achieving above expected growth in literacy and numeracy, as measured by NAPLAN
- 10% reduction in Bands 1 and 2 and increase in Bands 3, 4, 5 and 6 in HSC over 3 years
- 20% reduction in Bands 4 and 5 (Year 7) and 5 and 6 (Year 9) and increase in Bands 7, 8, 9, 10 in NAPLAN over 3 years.
- 100% of students identified for learning adjustments are placed on individual

People

Students

- engage and actively participate in all learning opportunities and are committed to their learning
- develop the skills and confidence to be independent, active and focused learners who take responsibility for their own learning
- effectively use technology for learning

Staff

- take a systematic and sequenced approach to teaching
- develop student-based learning activities that promote individual and collaborative learning
- regularly review student learning to ensure all students have a clear understanding of how to improve their learning.

Parents/Carers

- work closely with the Learning Support Team on developing individual student learning plans
- understand their child's learning skills and learning progress
- support their children to achieve their personal best.

Community Partners

- work with the Toongabbie Learning Community to ensure a consistent approach to student learning and wellbeing.

Processes

- all teachers implement a systematic and sequenced approach to the explicit teaching of literacy and numeracy to ensure that literacy and numeracy standards improve and HSC minimum standards are met
- build teacher capacity to improve student engagement through a dynamic curriculum including STEM and future focussed learning opportunities.

Evaluation Plan

- use and analysis of online literacy and numeracy assessments and Best Start Year 7 assessments
- analysis of HSC Minimum Standards data
- evidence from student work samples is shared and analysed and matched to literacy and numeracy progressions
- analysis of learning outcomes via data from external measures such as HSC, NAPLAN, SMART as well as from school-based measures and SCOUT
- Tell Them From Me surveys implemented and analysed
- faculty programs, registers and scope and sequences peer reviewed
- School funded Head Teacher TAS position established, with a focus on STEM and future focussed learning
- audit of STEM, BYOD and future focussed learning.

Practices and Products

Practices

- all teachers commit to the explicit teaching of reading, writing and numeracy
- teachers use data and evidence based approaches to improve student learning
- teachers use a range of assessment strategies and provide regular detailed feedback to students so they have a clear understanding of how to improve
- individual learning plans that focus on improvement in learning are developed and used for targeted students
- teachers and faculties incorporate future focussed learning and STEM opportunities into programs, units of work and assessments
- resources for delivering future focussed learning are improved across the school

Products

- students achieve better than expected growth in literacy and numeracy
- staff engage in professional learning to develop and promote consistent and systematic approaches to teaching literacy and numeracy
- specific literacy and numeracy program procedures and strategies are embedded in teaching programs across the curriculum
- staff use a variety of strategies to motivate and engage students across a range of learning styles and abilities

Strategic Direction 1: Improving Student Learning and Achievement

Improvement Measures

Learning Plans that support their specific learning needs

- 100% of teachers incorporate STEM and future focussed learning into units of work and assessment activities.

People

Leaders

- promote a positive and supportive learning environment for students, staff and parents
- adopt a co-ordinated approach to the explicit teaching of literacy and numeracy
- plan for the staged introduction of STEM, BYOD and other future focussed learning

Strategic Direction 2: Quality Teaching and Leadership to Improve Student Learning

Purpose

We know that the quality of teaching makes a difference to the quality of student learning.

Effective teachers understand how students learn, take a systematic and sequenced approach to teaching, use data and evidence to assess how students are progressing and engage students in meaningful, challenging and future focussed learning.

We are committed to building a school-wide culture of high expectations where teachers ensure they are meeting the learning needs of their students, challenging all students to improve their performance and making clear what all students are expected to know, understand and do.

Improvement Measures

- 100% of teachers participate in data based action learning projects to improve student learning and achievement
- teaching and learning programs and assessment strategies show evidence of the use of data to identify student progress and implement interventions to improve student learning
- 100% of teaching and non teaching staff have an agreed annual performance and development plan
- all teachers have engaged in lesson observation and structured feedback that links their teaching to the goals of their performance and development plan

People

Students

- develop the skills to reflect on their learning progress and choose to be involved in activities that improve, challenge and extend their learning
- achieve and exceed the syllabus standards for their stage of schooling
- are motivated learners able to respond to feedback to improve performance.

Staff

- engage in collaborative, future focused professional learning in line with the school's strategic directions and their professional goals
- reflect on and apply knowledge and understanding of how students learn to their teaching
- further develop their skills in the use of data to drive improvement in student learning outcomes
- regularly use technology to enhance student learning.
- implement required Australian Curriculum within timelines.

Parents/Carers

- understand school expectations for learning and actively support their child's learning progress.

Leaders

- support staff to meet professional standards, accreditation and registration requirements and to develop leadership skills
- strategically plan professional learning

Processes

- All teachers use data and evidence to plan teaching and learning, assess student progress, identify interventions and modify teaching practice so that students have support which meets their learning needs
- All teaching and non teaching staff seek to improve their knowledge and practice through collaborative professional learning so that Performance Development Plans lead to improved teaching and learning and support for educational delivery.

Evaluation Plan

- Analysis of level of staff participation and engagement with whole school action learning processes
- Monitoring of individual performance and development plan development, implementation and review processes
- Classroom observation of evidence of teacher use of data and evidence based practice to differentiate learning
- Tell Them From Me surveys implemented and analysed
- Peer review by faculties of programs for evidence of teaching and learning differentiation based on data and evidence
- Use of the Teacher Performance and Development Framework, MyPL and NESA to track staff professional learning for accreditation and maintenance of accreditation.

Practices and Products

Practices

- professional learning activities focus on improving teachers' capacity to identify and address student literacy and numeracy needs and to cater for learner diversity in the classroom
- teachers use external and school-based performance data in setting directions for teaching and learning, identifying improvement priorities and monitoring progress
- staff work collaboratively to identify and develop learning plans to support students not achieving their potential
- staff plan for and engage in professional learning linked to the achievement of 3 to 5 professional goals and to the school plan
- all teachers are supported to achieve proficient accreditation status or better
- faculties are compliant with DoE and NESA requirements.

Products

- evidence based, systematic and sequenced teaching ensures that students of all ability levels can engage in relevant and challenging learning
- the progress and achievement of equity groups reflects the progress and achievement of all students
- teachers have the knowledge and skills to program, teach, assess and report on student learning and this is reflected in faculty programs, units of work, teaching resources and assessment tasks which cater for learner diversity and high level achievement

Strategic Direction 2: Quality Teaching and Leadership to Improve Student Learning

People

- focussed on continuous improvement of learning outcomes
- develop systems and structures to actively support staff to achieve compliance with DoE and NESA requirements.

Practices and Products

- all staff have a Performance and Development Plan that includes professional goals and learning, reflection, observation and feedback and is based on their daily work in our school.

Strategic Direction 3: Promoting high expectations, personal excellence, positive values and student wellbeing

Purpose

A sense of belonging and feeling safe at school is essential if students are to be interested and motivated in their learning.

We believe that positive and respectful relationships across our school community, with high levels of student, staff and community engagement, are essential for promoting student learning, engagement and achievement.

A consistent whole-school approach to student wellbeing with clear behaviour expectations leads to a teaching and learning environment where all students have the opportunity to connect, succeed, take responsibility and make a positive contribution to our school, our community and our society.

Improvement Measures

- Tell Them From Me surveys show increasing levels of satisfaction with school culture and practices, increased learning engagement and evidence of stronger community connections
- PBL data shows a reduction in student referrals, suspensions, truancy & N award warnings over 3 years
- PBL data shows student attendance at or above the state average over 3 years
- growth of students as learners is evident in NAPLAN, SMART, HSC and school-based learning assessment data
- all staff are trained and use PBL strategies to support student behaviour in class and in the playground
- 100% of students at risk of non – completion are identified and supported

People

Students

- develop personal values and attributes such as resilience, tolerance, empathy, respect and responsibility
- have a strong sense of belonging and feeling safe and supported at school to become respectful, responsible and active learners
- have the opportunity to acquire the knowledge, skills, attitudes and behaviours to enable them to build positive relationships and actively contribute to our school and to live and work in the 21st century
- understand the concept of “personal best” and how it relates to their achievements in the classroom, the playground and in the community.

Staff

- participate in professional learning and whole school programs that aim to improve student engagement, positive behaviour for learning and learning success
- implement PBL in the classroom and playground
- encourage and support students in the development of 21st century learning and team skills through meaningful and challenging learning experiences.

Parents/Carers

- have opportunities and the confidence to interact with the school on an ongoing bases is a variety of forums and situations to improve student learning.

Processes

- Review the effectiveness of current student wellbeing programs and practices so that students connect, succeed and thrive at each stage of their schooling
- Promote increased community participation, communication and connection with our school so that home, school and community partnerships better support student learning and the development of positive behaviour and relationships

Evaluation Plan

- monitor financial management approaches to maintain optimum standards in staffing, curriculum, facilities and resources based on LSLD and RAM reforms
- analysis of attendance, retention and post school destination data to identify trends and priorities for whole school action
- Tell Them From Me student, staff and parent satisfaction surveys are implemented and analysed
- analysis of wellbeing data to set improvement targets
- audit of usage and success rates of community communication approaches
- student and parent forums conducted
- monitor student use of Homework and Breakfast clubs for learning and wellbeing impact

Practices and Products

Practices

- student wellbeing concerns are effectively managed and communicated to staff and parents
- welfare programs build resilience in students so that they have the skills to deal with issues involving social media, bullying, personal wellbeing and safety
- home, school and community communication strategies and partnerships support student learning and a culture of high expectations
- school organisation and curriculum structures are flexible and responsive to the educational needs of our students
- the school's website and Facebook are functional, current and accessible
- Flexible Wellbeing funding is used to support a school established Deputy Principal Learning and Wellbeing position
- all staff are involved in the early identification, monitoring and proactive management of student wellbeing concerns.

Products

- whole school student welfare and behaviour management systems support student social and emotional wellbeing so that students are confident, build positive and respectful relationships and actively contribute to our school and the community
- home, school and community partnerships support student learning and achievement and the development of positive behaviour and relationships

Strategic Direction 3: Promoting high expectations, personal excellence, positive values and student wellbeing

People

Leaders

- regularly seek and respond to feedback on school performance and processes
- evaluate the impact and success of wellbeing programs
- support staff in the implementation of PBL approaches in the classroom and the playground.

Practices and Products

- Positive Behaviour for Learning is used to help students, staff and parents/carers understand and encourage the behaviours, attitudes and expectations that enhance student wellbeing and lead to improved student learning
- high quality and relevant transition programs are in place to support students and their families from Year 6 to Year 7; Year 8 to Year 9; Year 10 to Year 11 and from school to post-school education and training and employment
- communication with parents/carers is improved through the use of the school website, SMS, email, Facebook, parent/carer and teacher meetings