



School plan 2018-2020

St Ives High School 8400

School background 2018–2020

School vision statement

St Ives High School values **Respect, Perseverance and Growth**. Staff modelling and school programs focus on the development of students' capacities to reflect on experience, set goals, make informed decisions and maximise their growth. SIHS is a comprehensive, high performing school that engages students in academic, creative and sporting excellence. We foster students' understanding of their responsibilities to others and an understanding of their individual and collective responsibility as a member of our inclusive school community.

School context

St Ives High School is a coeducational comprehensive high school located on the Upper North Shore of Sydney. The school serves its local drawing area of St Ives, Hornsby and Mt Colah. The school's enrolments have been increasing in recent years from 810 in 2012 to just under 1000 students in 2018. The school has a strong academic focus through a long established gifted and talented program that has operated for over 20 years. The school has a hearing support unit made up of two classes with student places offered to parents via a placement panel. The school runs a performing arts enrichment program through its Performing Arts Unit. The band program has seen significant improvements in recent years and is actively supported by the school's parent body. The school musical is held every second year. The school has an active sports program. A strong Duke of Edinburgh program is in operation and is strongly supported by parents. The school's P&C is very active and committed to the school. The school has three sister schools, Junten in Japan, Xinyu number 1 school in China and number 54 Middle School in Tianjin China. There are regular exchanges in all three schools. In addition to overseas visits to our sister schools, there are also regular language excursions to Spain, China, Japan and art excursions to a range of destinations.

School planning process

1. Analyses of data and reflection on 2015–2017 plan.
2. Creation of DRAFT vision statement and strategic directions.
3. Feedback collected from students, staff and parents.
4. School Plan Planning Team formed.
5. Analyses of feedback.
6. Exec planning day.
7. Drafting of school plan.
8. Staff surveyed again and asked to provide feedback.
9. Further refinement of school plan in line with staff feedback.
10. School Plan taken to P&C for additional feedback.
11. School Plan finalised and communicated with staff.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Developing independent and motivated learners

Purpose:

Our purpose is to underpin teaching and learning with current research on how students learn and grow. Students set targets and evaluate their success. The learning environment is one that encourages students taking managed risks, persevering and showing continual improvement. Students grow in a learning environment that fosters critical thinking and an emphasis on student initiative.

STRATEGIC DIRECTION 2

Transforming learning through professional sharing and growth

Purpose:

Professional sharing amongst staff is supported and fostered through the provision of professional learning and coaching and mentoring of all teachers. Staff are given opportunities to reflect, set goals and have choice in choosing professional learning pathways that lead to improved learning experiences and engagement for students.

STRATEGIC DIRECTION 3

Forging a strong, connected community

Purpose:

Our purpose is to facilitate a supportive community culture which will maximise opportunities for success in a wide range of extra-curricular programs. To increase and build upon a positive school brand that reflects the face of public education in our local community. To broaden and reinforce students' understanding of community values through real-world contexts.

Strategic Direction 1: Developing independent and motivated learners

Purpose

Our purpose is to underpin teaching and learning with current research on how students learn and grow. Students set targets and evaluate their success. The learning environment is one that encourages students taking managed risks, persevering and showing continual improvement. Students grow in a learning environment that fosters critical thinking and an emphasis on student initiative.

Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy and numeracy

Increase of year 9 students achieving band 8 Literacy (writing and reading) with 65% of students achieving a band 8 in writing by 2020.

Student surveys indicate that students are continually feeling motivated and engaged in their learning when compared to baseline data.

Staff surveys indicate that staff are facilitating an environment where students are setting goals, taking managed risks and self evaluating.

People

Students

Students need to be committed when utilising high quality feedback to examine and adapt their learning. Students set high expectations take on challenges, collaborate, take manageable risks, reflect and grow.

Staff

Teachers understand current research about how students learn and set high expectations. Teachers facilitate a culture that celebrates perseverance and improvement. Teachers regularly review learning with each student, ensuring each student has an understanding of how to improve their learning.

Leaders

School leaders commit to providing resourcing and opportunities for students to develop and grow in independence, achieve their personal best and engage in coaching experiences.

Parents/Carers

Provide support and encouragement for their young person by encouraging organisation, time-management and self-responsibility.

Community Partners

Local schools of the NS5 provide courses to expand the senior school curriculum, share wellbeing programs and meet regularly to plan effective support for students.

Processes

Develop a systematic whole school approach to building student initiative and taking responsibility of their learning/growth. Seen when formalising opportunities for staff and student training and participation in *Growth Coaching*.

(DOE – 2, 3, 4)

Stage 6 curriculum, assessment and wellbeing structure/policy review.

(DOE – 2, 3, 6)

A coordinated approach when embedding student literacy across the school.

Evaluation Plan

Analysis of NAPLAN and HSC value added data.

Feedback from students, teachers and families through surveys.

Regular reporting against milestones and data analysis.

Practices and Products

Practices

Students use coaching, feedback, assessment and reporting processes to reflect on their learning and set goals.

The school community work within the framework of the revised school discipline and anti-bullying policy, making learning the priority in classrooms.

The Wellbeing Team delivers targeted programs to support school policy, student resilience, motivation and independence.

A school team reviews curriculum and assessment structure across all years.

Students in years 7–10 with particularly low literacy skills are supported through the QuickSmart Program.

Yr 10 students who are below the Naplan Band 8 level are identified, tracked and undertake a modified Literacy program.

Products

Student effort and motivation is rated and collated each term by teachers and tracked throughout the year.

Improved clarity and systems around student discipline. Reflected in staff surveys and enhanced student independence.

The Wellbeing Team scope and sequence reflects a whole school approach, which addresses the needs of our students.

Student tracking through Quicksmart indicates an improvement in identified students literacy skills.

Strategic Direction 1: Developing independent and motivated learners

People

Leaders

The school executive adopts a coordinated approach when leading staff through evidence based best practice when building independence and motivation amongst students.

Practices and Products

Year 10 teaching and learning programs are data based and individualised for student literacy needs.

Strategic Direction 2: Transforming learning through professional sharing and growth

Purpose

Professional sharing amongst staff is supported and fostered through the provision of professional learning and coaching and mentoring of all teachers. Staff are given opportunities to reflect, set goals and have choice in choosing professional learning pathways that lead to improved learning experiences and engagement for students.

Improvement Measures

Increase in % of teachers who feel that they have possession of a range of methods of engaging students in deep and authentic learning

Increase in % of teachers who feel supported by their colleagues through professional dialogue

Increase in % of staff who see value in their Professional Learning when compared to 2017 baseline data. Teachers report that professional learning achieves a balance between whole school direction, faculty objectives and personal need in order to provide growth on multiple levels.

Increase % in students reporting increased engagement in the classroom.

People

Students

Are encouraged to have agency in their learning and to develop critical and creative thinking capacity.

Staff

Actively participate in professional sharing and learning activities to enhance understanding of current syllabuses, effective evidence-based teaching practice and assessment and feedback processes.

Leaders

Encourage and support a culture of shared professional learning within the school, recognising the importance of driving continuous improvement. School leaders commit to own professional learning, promoting and modelling, effective and evidence based best and data driven practice. School leaders provide opportunities for staff to share expertise with parents.

Parents/Carers

Professional learning direction is communicated with parents and carers through communication channels.

Community Partners

Collaborate with the North Shore Community of Schools to ensure collective practices of professional learning are increased by drawing on local learning alliances to further enhance educational expertise.

Leaders

Processes

A culture of sharing best practice is facilitated by school leaders.

(DOE – 3, 7, 8)

Whole school approach to professional learning that facilitates a balance between personal choice, KLA priorities, whole school direction and student need.

(DOE – 3)

A coordinated approach when analysing student data, coaching and assessing students and facilitating critical thinking.

Ongoing evaluation and streamlining of administrative systems to enable staff to complete tasks efficiently.

(DOE – 7, 8)

Evaluation Plan

- All teachers will create an annually reviewed performance and development plan (PDP), supported by school executive and mentors.

- Student, staff and parent surveys.

- Student academic results.

Practices and Products

Practices

The SIHS teaching staff share teaching strategies and engage in team teaching, which improves student engagement and achievement.

School leaders provide staff opportunities to analyse, reflect and implement their own professional learning journey in line with school/faculty direction and PDP goals. Teachers develop PDP goals using the Growth approach and coaching conversations are held regularly to support the teacher's achievement of their identified goals.

Staff facilitate critical thinking experiences where students are encouraged to problem-solve, collaborate, think critically and communicate their understanding.

A large portion of staff are trained and facilitate *Project Based Learning* learning opportunities for students through both informal and formal assessment.

Every teacher uses data to celebrate growth and differentiate teaching and learning through tracking student progress.

School leaders implement systems that support efficient work practices.

Products

A planned program of professional learning that is driven by school targets, enhances skills in classroom pedagogy and provides a range of differentiated learning experiences that is shared among staff.

Staff PDP goals reflect a growth coaching approach.

Strategic Direction 2: Transforming learning through professional sharing and growth

People

Make time to review, plan and implement efficient systems for staff.

Practices and Products

Writing scaffolds, thinking routines and Project Based Learning style learning opportunities are implemented across school teaching programs.

Teacher reflection as documented in HSC monitoring folders, shows analysis of student results and actions to increase student engagement and achievement.

Teaching / Learning programs and assessments are data based and differentiated for individual student learning needs.

School procedures handbook supports efficient work practices.

Strategic Direction 3: Forging a strong, connected community

Purpose

Our purpose is to facilitate a supportive community culture which will maximise opportunities for success in a wide range of extra-curricular programs. To increase and build upon a positive school brand that reflects the face of public education in our local community. To broaden and reinforce students' understanding of community values through real-world contexts.

Improvement Measures

Feedback from school stakeholders indicates an increase in 'school spirit' from year to year.

Increased parent involvement within the learning context (authentic audience).

Parent and staff surveys/feedback reveals improved communication processes around school systems, policies and student support.

Surveys of school stakeholders report that school facilities are optimised to best meet the needs of students and the local community.

Increased enrolments from local catchment.

People

Students

Engage in events involving the community and actively contribute to 'school spirit'.

Staff

Increased dialogue with parents and community to raise awareness of how they can enhance student opportunities.

Leaders

Leaders will promote and facilitate a positive image of the school by increasing clarity around school communication channels. School leaders will also engage with and address parent/community concerns.

Community Partners

Will make positive and sustainable connections and collaborative partnerships with the school community that increase learning opportunities and support wellbeing.

Parents/Carers

Take up increased opportunities to interact with the school on an ongoing basis in a variety of forums.

Leaders

Listen to school community members when prioritising the use of school facilities.

Processes

A Communication Team is formed and is made up of school community stakeholders. Improved communication among school stakeholders and the wider community is prioritised.

(DOE – 9)

The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

(DOE – 8)

'School Spirit' is encouraged through planned activities that encourage our community to engage, plan and move forward together.

(DOE – 9)

Evaluation Plan

- NCCD data evidence.
- Constant monitoring of Sentral's Wellbeing module.
- Survey's.
- Enrolments.

Practices and Products

Practices

Two-way reciprocated and respectful communication between student, staff and parents. School and wider community stakeholders regularly collaborate when facilitating student learning opportunities and needs.

School stakeholders successfully engage with the *Sentral Calendar* and *Parent Portal* to stay informed of events within the school community, thus increasing participation in school activities across the community.

The school leads discussion and planning around the use of school facilities.

School spirit is driven by the students who are proud to attend SIHS.

Products

Effective and inclusive communication policy.

Sentral Calendar and *Parent Portal* assists in connecting the school community and streamlining communication.

School facilities booking and use procedures supports students, staff and the wider community.

School wellbeing calendar of events supports opportunities for students to connect and build on school spirit.