

# School plan 2018-2020

## Erina High School 8405



# School background 2018–2020

## School vision statement

A caring supportive school community committed to delivering quality educational experiences for all students to reach their full learning potential and achieve our purpose “*Service Crowns Success*”.

## School context

Erina High School (EHS) is a proud, comprehensive and inclusive public school that celebrates diversity and supports all students to achieve their personal best through a broad, flexible and innovative pattern of study. EHS has a strong focus on student wellbeing programs to support students' self-confidence, social skills and resiliency.

EHS is a member of the Erina Learning Community (ELC) forming strong links with partner primary schools to develop the continuum of learning from K to 12 and ensure a smooth transition to high school. The school continues to strengthen our relationship with the broader community through strong links with industry, business, TAFE and University to ensure students are given opportunities to access a range of post school options as well as accessing work experience, work placement, traineeships and school based apprenticeships. Our projected enrolment over the next three years is approximately 800 students.

The Family Occupational Educational index for EHS is 100, which directly relates to our funding allocation. 7.4% of our students are Aboriginal and 7.1% are from Non-English Speaking backgrounds. Our resource allocation includes funding to support Aboriginal students, students from low socio-economic backgrounds and students with low-level adjustments for disability. Additional funding is allocated for students with high needs through integration funding support.

Continuous improvement for all students focused on achievement through NAPLAN and the HSC is a high priority. NAPLAN data continues to show steady improvement with strong value added growth in both reading and numeracy. We are committed to achieving 21% of students in the top two bands of NAPLAN reading and writing by 2019 aligned with the Premier's target for *Bump it Up*. HSC data is showing continuous improvement. Over the next three years the school is committed to increasing the number of courses above state average to 15 from 11 in 2017.

## School planning process

- Evaluation and review of the 2014–2017 School Plan
- Rigorous school evaluations conducted with executive, staff, parents and students
- Analysis of formal and informal data, such as NAPLAN, HSC, Attendance, destination surveys and suspensions.
- Staff, student and parent forums
- Tadjbaring Local AECG and P&C engagement
- Evaluation and review of the school's teaching and learning and assessment processes.
- Planning workshops and sessions with teaching staff, executive and non-teaching staff. (SASS)

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# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

A professional, inspiring  
learning community

### Purpose:

To create a quality teaching and learning environment where teachers are highly supported professionally and students are inspired to be life long learners. Where high expectations and innovative teaching practice is the strong foundation of creating student growth with an explicit focus on literacy and numeracy to ensure post school success.

## STRATEGIC DIRECTION 2

All learners succeeding, thriving  
and achieving their full potential.

### Purpose:

To ensure all learners are nurtured, challenged and inspired to engage successfully in learning, pursue aspirations and thrive individually and collaboratively in partnership with the whole school community.

## STRATEGIC DIRECTION 3

Authentic school, business and  
community partnerships to  
sustain a positive school  
culture.

### Purpose:

To strengthen a positive school culture where Erina High School is the local school of choice and sustain strong school networks with key stakeholders, maintaining confidence and commitment that the school can deliver quality learning opportunities and experiences to meet the needs of all students to achieve personal success.

# Strategic Direction 1: A professional, inspiring learning community

Purpose	People	Processes	Practices and Products
<p>To create a quality teaching and learning environment where teachers are highly supported professionally and students are inspired to be life long learners. Where high expectations and innovative teaching practice is the strong foundation of creating student growth with an explicit focus on literacy and numeracy to ensure post school success.</p>	<p><b>Students</b></p> <p>Accept responsibility for their learning through being actively and positively engaged in classroom lessons to meet the expectations of the school community.</p> <p>Value diverse opportunities by being actively involved in school life and confidently providing feedback and input into school programs and procedures.</p> <p>Students engage in co-curricular activities, actively seeking post school options.</p> <p><b>Staff</b></p> <p>Understand the value of recognising individual student learning needs and demonstrate personal responsibility for maintaining and developing their own professional teaching standards.</p> <p>Recognise and initiate professional learning to develop their performance development. Staff monitor and track their own professional learning.</p> <p>Executive staff understand the need to ensure high level accountability through the development of curriculum content, evaluation of programming and registration and classroom visits.</p> <p>Senior Executive staff understand their accountability in relation to overseeing and supervising teaching and learning.</p> <p><b>Parents/Carers</b></p> <p>Value education at EHS and support a strong commitment to a positive home/school partnerships.</p>	<p>Maintain focus on the 'Bump It Up' strategy to increase the number of students in the top two bands of NAPLAN reading and numeracy.</p> <p>Ensure all staff are trained in deep analysis of data and are competent in the use of evidence based practice to inform teaching and learning. that will maximise student achievement.</p> <p>The development and implementation of a quality management process that will closely monitor and support staff career aspirations aligned to professional learning and accreditation.</p> <p><b>Evaluation Plan</b></p> <p>Analysis of NAPLAN and HSC performance data.</p> <p>Stakeholder feedback/surveys and facebook comments reflect the effectiveness of teaching and learning programs within EHS.</p> <p>The implementation of the Performance and Development Framework with staff.</p> <p>Curriculum adjustments that will meet identified needs.</p>	<p><b>Practices</b></p> <p>Staff confidently use data analysis to drive teaching and learning</p> <p>Staff regularly evaluate and revise teaching and learning program and practices to meet individual student learning needs and demonstrate high levels of accountability.</p> <p>Literacy, numeracy and 8 Ways of Learning are strongly embedded into classroom practice.</p> <p>Quality professional learning opportunities are embedded into the school's Teacher and Non teaching Staff Professional Development Plans (PDP's) and align with the school plan.</p> <p>Staff are encouraged to seek accreditation at Highly Accomplished and Lead level and record and track their own professional learning.</p> <p><b>Products</b></p> <p>Increase percentage of year 9 students in the top 2 bands in NAPLAN reading from 16.7% in 2017 to 21% in 2020.</p> <p>Increase the percentage of year 9 students in the top 2 bands in NAPLAN numeracy from 15% in 2017 to 21% 2020.</p> <p>Aboriginal student NAPLAN data is above state average in years 7 and 9 for reading and numeracy.</p> <p>Increase from 11 to 15 the number of HSC courses above state average by 2019.</p> <p>40% of students in top 40% of national average in PAT reading.</p>
Improvement Measures			
Increase the proportion of students in the top 2 bands in Year 9 NAPLAN Reading by 4.3% to achieve a target of more than 21% in 2020 from 16.7% in 2017.			
Increase the proportion of students in the top 2 bands in year 9 NAPLAN Numeracy by 6% to achieve a target of more than 21% in 2020 from 15% in 2017.			
NAPLAN and HSC outcomes for Aboriginal students are above state average.			
Increase the number of HSC courses above state average from 11 in 2017 to 15 in 2020			
Improvements in PAT reading tests demonstrate consistent growth for all students each year.			
Increased student engagement is evident through increased positive mentions on SENTRAL.			

## Strategic Direction 2: All learners succeeding, thriving and achieving their full potential.

Purpose	People	Processes	Practices and Products
<p>To ensure all learners are nurtured, challenged and inspired to engage successfully in learning, pursue aspirations and thrive individually and collaboratively in partnership with the whole school community.</p>	<p><b>Students</b></p> <p>Students understand the need to build skills and values to improve resilience and to participate fully in school life by engaging collaboratively and developing positive relationships.</p> <p>Students value and understand the need to reflect upon and revise their learning goals at regular intervals.</p>	<p>Audit, review and enhance whole school wellbeing programs and processes to support students in successfully accessing learning and thriving as lifelong learners.</p> <p>Develop, implement and evaluate a Junior Leadership Team focused on students being active learners and developing strong character qualities that enable them to positively contribute to the whole school community.</p> <p>Implement identified wellbeing initiatives designed to foster student reflection on teaching and learning.</p>	<p><b>Practices</b></p> <p>School leaders and staff continually evaluate, review and implement wellbeing programs, to better identify and meet the needs of all learners.</p> <p>School curriculum is continually monitored to ensure all students have access to inclusive, engaging and innovative curriculum pathways that meet needs.</p> <p>Teachers and students regularly connect to establish, monitor and reflect upon learning goals, aspirations and progress to ensure engagement and success.</p> <p>Students actively and collaboratively contribute to a positive school culture, the school vision and values to best represent the student body and school community.</p> <p>Students develop leadership skills and capabilities to implement programs, initiatives and projects to better serve the whole school community.</p>
Improvement Measures	<p><b>Staff</b></p> <p>Staff value and participate in a collaborative approach to wellbeing to improve student outcomes, strengthening relationships with all stakeholders and providing rich opportunities to support students access to learning.</p>	Evaluation Plan	<p><b>Products</b></p> <p>Strong wellbeing programs, processes and initiatives are in place and meet the needs of all students to better access their learning and curriculum.</p> <p>All learners feel a sense of belonging and are supported in successfully completing their schooling and transition from school.</p> <p>Enhanced leadership capacity of students is reflected in effective engagement and contribution to whole school programs and school culture.</p>
<p>Increase the proportion of students demonstrating active engagement with their learning as evidenced by increased positive mentions to an excess of 2,000.</p> <p>Increase percentage of students achieving a HSC, an ATAR and/or post school learning (tertiary), opportunities and employment from 84% to 90%.</p>	<p><b>Leaders</b></p> <p>School leaders actively support students and staff to develop and enhance leadership capabilities and capacity to better serve themselves, inspire others and positively engage the whole school community.</p> <p>School leaders recognise the need to provide an inclusive, accessible and engaging curriculum.</p>	<p>Findings and recommendations of the wellbeing programs and processes. audit.</p> <p>Analysis of wellbeing data and identification of effective levels of support and intervention.</p> <p>Stakeholder feedback on the effectiveness of wellbeing programs implemented by the school.</p> <p>Student feedback on teaching and learning and curriculum choices.</p> <p>Students, staff and community surveys on the impact of the implementation of the Junior Leadership Program.</p>	
<p>Increase in positive student mentions, participation in whole school events and programs and the development of leadership skills and community contribution.</p>	<p><b>Parents/Carers</b></p> <p>Parents recognise the value of actively and collaboratively engaging in enhancing a positive and thriving school culture through meaningful feedback.</p>		

# Strategic Direction 3: Authentic school, business and community partnerships to sustain a positive school culture.

## Purpose

To strengthen a positive school culture where Erina High School is the local school of choice and sustain strong school networks with key stakeholders, maintaining confidence and commitment that the school can deliver quality learning opportunities and experiences to meet the needs of all students to achieve personal success.

## Improvement Measures

Increased student enrolments from 726 in 2017 to 800 by 2021.

Increased student retention in stage 6 from 84.1% in 2017 to 90% by 2020

Increase community confidence in EHS ability to deliver and sustain quality teaching and learning. Evidenced by increased student enrolments .

Post school surveys indicate students have had greater access to a wider selection of post school work and training opportunities.

## People

### Students

Are strongly focused on learning and demonstrate educational aspirations to achieve personal best. Actively promote their school through positive engagement.

### Staff

Strongly focused on quality teaching methods that are evidence based and data driven to effectively engage and meet the learning needs of all students. Celebrate school successes through effective community communication .

### Parents/Carers

Actively engage with developing a strong home school partnership to strengthen the progression of student learning through high level collaboration. Support the school through positive promotion and participation.

### Community Partners

The ELC strongly support stage 3–4 transition focused on the progression of learning and wellbeing through high level collaboration. The broader school community are encouraged to actively support EHS students by providing authentic post school options and opportunities to participate in work opportunities.

### Leaders

Lead the school community through effective and positive engagement focused on high expectations for all students to achieve successful learning outcomes.

## Processes

Refine stage 3–4 and 5–6 transition to ensure all stakeholders are actively engaged in the process to ensure effective progression of learning.

Strengthen school communication tools to ensure maximum opportunity for positive community engagement.

Access local industry, business and tertiary education facilities to create authentic post school options.

## Evaluation Plan

School initiated surveys of staff, student, parent and community members as well as the TTFM survey will identify and gauge community satisfaction,.

## Practices and Products

### Practices

Effective stage 3–4 and 5–6 transition programs that strongly support the progression of learning through appropriate and engaging curriculum delivery.

High level collaboration with all key stakeholders to inform and support transition at stage 3 and 5.

Genuine community partnerships developed to support authentic post school options for students.

EHS staff, students, parents and community partners work collaboratively to positively promote the success and achievements of the school and build a positive school community.

### Products

Increased enrolments from partner schools in year 7 from 147 in 2017 to 160 in 2020.

Increase retention from year 10 to year 12.

Further development and enhancement of engaging, effective communication tools used to promote the school's quality teaching and learning practices in the wider community.

Increase opportunities for students to access real post school options.