

School plan 2018-2020

Holroyd High School 8424



School background 2018–2020

School vision statement

Holroyd High School delivers quality teaching to enable all students to reach their potential as life-long learners and as active and ethical participants in Australian society. Students have a strong sense of their own dignity as human beings and acknowledge and respect the rights of others.

School context

Holroyd High School is a small, successful, comprehensive, co-educational secondary school, with a focus on high quality learning in a safe, inclusive, well-disciplined and supportive environment, which enables all students to grow and progress as learners while developing the skills necessary for active citizenship. The school has an Intensive English Centre for newly arrived students of non-English speaking background and a support unit for intellectually disabled students.

Holroyd High School has developed a flexible, innovative curriculum to meet individual student needs, including academic and vocational education and training pathways. The school has high expectations for its students and provides a range of opportunities to extend and enrich student learning. This has resulted in successful completion rates at Year 12 and significant rates of enrolment in post-secondary education, particularly university, above the national average. The school has consistently strong value-added results in NAPLAN and Higher School Certificate.

School planning process

2015–2017

- Collection and triangulation of staff, student and parent data
- External Validation Process Completed
- On-going evaluation of school, and mapping of systems, procedures, policies, processes and procedures against the 14 elements of the school excellence framework

2017–2019

- School vision statement discussed at executive
- Evaluation of TTFM data conducted during an executive conference
- Executive planning session on 5ps for planning
- Executive planning session on key initiatives and projects under each Strategic Directions
- Milestone development by senior executive staff
- On-going evaluation of data and school plan progress

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Collective Vision, Collaborative
Practice

Purpose:

To promote reflective professional practice by establishing targeted professional learning that incorporates contemporary pedagogical research.

STRATEGIC DIRECTION 2

Future focused 21st century
learners

Purpose:

To provide our students with a future–focused curriculum and innovative learning programs to create active 21st century citizens and lifelong learners. To build the learning potential of all students through actively engaging and supporting the whole student.

STRATEGIC DIRECTION 3

Strengthening community
connections

Purpose:

To build more effective and stronger ties with our school community, and the broader educational community. When we engage parents and caregivers and give them a voice in the education of their children, we strengthen our learning culture and encourage student success.

Strategic Direction 1: Collective Vision, Collaborative Practice

Purpose	People	Processes	Practices and Products
<p>To promote reflective professional practice by establishing targeted professional learning that incorporates contemporary pedagogical research.</p>	<p>Students</p> <p>Students will demonstrate a strong understanding of the connection between assessment feedback and learning progression. They engage with quality learning opportunities with meaningful differentiation practices that enable all students to develop and achieve. They contribute to and connect with, a learning culture that fosters high expectations, authentic learning experiences and student success.</p>	<p>Learning Culture</p> <ul style="list-style-type: none"> Establishment of professional development team to design, promote and deliver quality professional learning to meet school priorities, <i>Quality Teaching Rounds</i> with a focus on assessment, coding and collaboration. Using the SEF to guide practice and evaluation. Targeted TPL opportunities that focus on school priorities to align with the school plan and PDPs, including assessment, teaching and learning and differentiation to achieve quality student learning outcomes. 	<p>Practices</p> <ul style="list-style-type: none"> School leaders promote and deliver quality and targeted professional learning to maintain a professional learning culture. Staff increasingly using contemporary evidenced based educational research to inform practice through the QTR program to improve student learning outcomes. Staff reflect and evaluate relevant data to refine assessment practice.
Improvement Measures	<p>Staff</p> <p>Staff meaningfully engage in the school's professional learning program to build their professional capacity, improve assessment methods, and observe and reflect on teaching practices. They collaborate through quality professional development that builds a culture of high expectations and achieves student success. Staff align their PDPs with their individual goals, the school priorities and the DoE initiatives.</p>	<p>Teacher Mentors</p> <ul style="list-style-type: none"> Consolidation of mentoring program with a focus on teaching standards to gain and maintain teacher accreditation. Implementation of a formalized staff induction program, and an Early Career Teacher program. 	<p>Products</p> <ul style="list-style-type: none"> Consistent assessment practices embedded in all KLA programs with a whole school focus on quality assessment and coding, including adjustments for differentiation. All staff tracking professional learning using MyPL to implement their PDPs to align with teaching standards, school plan and SEF. Staff to articulate a sense of purpose and connection to the school community shown by results of TTFM survey.
<ul style="list-style-type: none"> 100% of staff involved in ongoing professional learning and reflection, using the Australian Professional Standards as a guide. 100% of teachers use quality assessment coding to improve assessment practice. All staff use PDPs to align their professional development goals, school priorities and DoE initiatives. Increase in percentage of teachers applying for accreditation at Lead and Highly Accomplished levels 	<p>Leaders</p> <p>Leaders build staff expertise and enhance leadership capacity by implementing and expanding whole school processes that promote professional excellence and reflection. They align school priorities with the DoE initiatives and support all staff to achieve their professional development plans.</p>	<p>Staff Wellbeing</p> <ul style="list-style-type: none"> Establishment of a staff wellbeing team supporting professional practice and quality education. An established culture of staff support, including professional learning and positive recognition of achievement using the teaching standards and the SEF. 	
		<p>Evaluation Plan</p> <ul style="list-style-type: none"> Tell Them From Me (TTFM) survey for staff. 	

Strategic Direction 1: Collective Vision, Collaborative Practice

Processes

- Completion of accreditation requirements
- Professional standards for Principals

Strategic Direction 2: Future focused 21st century learners

Purpose	People	Processes	Practices and Products
<p>To provide our students with a future-focused curriculum and innovative learning programs to create active 21st century citizens and lifelong learners. To build the learning potential of all students through actively engaging and supporting the whole student.</p>	<p>Students</p> <p>Students actively involved in innovative and creative learning programs that use creative and critical thinking to inspire high achievement, promote self-esteem and become socially engaged citizens. Students from a variety of diverse backgrounds establish connections between each other, the school and the community to broaden their opportunities and successfully transition to post school destinations. Students have a voice in the school community, and are involved in leading school processes to create a peaceful and productive learning environment.</p> <p>Staff</p> <p>Staff implement future focused learning through innovative quality teaching practices that encourage the development of the whole student. Whole school coordinated approach utilising specialist teachers and transition team, welfare team, refugee support team to plan, develop and evaluate targeted welfare and teaching programs to support all students. Specialist teachers will support and train staff on EALD pedagogy, differentiation and learning strategies to promote success for all students.</p> <p>Leaders</p> <p>Leaders present and promote meaningful professional learning to develop the capacity of teachers to engage with 21st century learners and support student wellbeing. Leaders promote the Code of Conduct and the school values of respect for self, respect for others and</p>	<p>High Expectations Learning Environment</p> <ul style="list-style-type: none"> • Introduction of self-select classes into stage 4 and establishment of project based learning programs, including STEM. • Continuation of whole school learning assistance program such as 'Homework Help', HSC tutorials and mentoring • External programs, including university and ABCN that support students to broaden their educational and career aspirations. • • • <p>Student Wellbeing</p> <ul style="list-style-type: none"> • Welfare programs to develop student resilience and wellbeing such as peer support, anti-bullying, digital citizenship and social skills. • Opportunities for students across all year groups to be involved in external agency, and university programs that promote high achievement, leadership and resilience • SRC continue to promote whole school activities that engage and strengthen the school community. • Visible integration of the school's code of conduct across all areas of school life. <p>Building Innovative Teacher Practices</p> <ul style="list-style-type: none"> • Professional learning opportunities for 21st century teaching practices and 	<p>Practices</p> <ul style="list-style-type: none"> • Provide a 21st century learning environment that engages learners by modifying curriculum to incorporate 21st century skills and innovative technologies through collaborative learning. • Project based learning with a focus on STEM implemented into stages 4 and 5 to increase student engagement. • Refugee support team continues to provide ongoing support and programs for refugee students. • Mapping newly arrived students across the ESL scales and EALD learning progression to assess English proficiency and inform teaching and learning strategies. • Integrated welfare programs across the school to promote student wellbeing. • Expanded student merit system that rewards and recognises positive student behaviour, attitudes and success. • Involvement of SRC in school decision-making processes. <p>Products</p> <ul style="list-style-type: none"> • Develop resilient and connected students. • Increased attendance rates across all years. • Successful transition of at risk students to further education and training opportunities. • Successful transition of newly arrived students, including year 7 and recent arrivals into high school.
Improvement Measures			
<ul style="list-style-type: none"> • Above average NAPLAN and HSC value added scores 			
<ul style="list-style-type: none"> • Reduction of students receiving the lower two bands in the HSC 			
<ul style="list-style-type: none"> • Maintain above state average percentages of students progressing to higher education 			
<ul style="list-style-type: none"> • Positive results from the Tell Them From Me survey for students, staff and parents 			

Strategic Direction 2: Future focused 21st century learners

People

responsibility for your actions. Leaders recognise diverse student needs and the role of specialist staff and teams to develop whole school practices and structures to support student learning and wellbeing.

Community Partners

The school strengthens and expands existing relationships with external agencies and universities. UNSW, USYD, WSU, ABCN continue to support the academic and social capacity of students through designated support programs. External agencies, such as STARTTS, CMRC and NSW Refugee Health; continue to support our newly arrived and refugee students through training staff and offering support programs.

Processes

embedding of technology into learning to meet current teaching standards.

- Professional learning focus on specific literacy and numeracy strategies that will allow teachers to identify students for early intervention to improve student learning outcomes.
- Emphasis on writing skills through PEEL across stage 4 and 5 learning programs and ALARM in stage 6 to maximize HSC results.

Evaluation Plan

- Tell Them From Me surveys of students, staff and parents.
- External data from the HSC and NAPLAN results that show above average value added scores.
- Reduction in suspension and discipline referrals

Practices and Products

- Newly arrived students developing English proficiency and moving along ESL scales.

Strategic Direction 3: Strengthening community connections

Purpose	People	Processes	Practices and Products
<p>To build more effective and stronger ties with our school community, and the broader educational community. When we engage parents and caregivers and give them a voice in the education of their children, we strengthen our learning culture and encourage student success.</p>	<p>Students</p> <p>Students are actively involved in programs that promote school values, community service and respectful citizenship.</p>	<p>Parent and Community Engagement</p> <ul style="list-style-type: none"> • Expansion of community engagement program and parent meetings and information sessions through increased use of CLOs • Maintain up-to-date communication through social media, website, newspaper articles and school newsletter and social activities to reach the wider community. 	<p>Practices</p> <ul style="list-style-type: none"> • Multiple forms of communication, including social media are utilised to promote, highlight and celebrate student achievement and success and the school's 50th anniversary.. • Provision of community engagement officer and CLOs to facilitate parent involvement.
Improvement Measures	<p>Staff</p> <p>Staff seek opportunities to build relationships with parents and key educational stakeholders to promote participation in student learning. Staff recognise and cater for the individual learning needs of all students from a vast array of educational backgrounds and cultural contexts.</p>	<p>Celebrating Education</p> <ul style="list-style-type: none"> • Celebrate key educational days such as education week, book week, harmony day, refugee week and multicultural day • Whole school activities to celebrate the school's 50th anniversary in 2018. • Increase school visibility through promotion of positive school programs and community service through website, social media and print media. 	<ul style="list-style-type: none"> • Staff and students recognise, value and utilise external agency support • Extend and enhance the role of the refugee support team as they continue to grow relationships with outside agencies
<ul style="list-style-type: none"> • Increased parental participation as evidenced by higher percentage of completion of TTFM parent surveys and attendance at parent meetings and information sessions. • Positive connection with local primary schools evidenced through an increase in local enrolments 	<p>Leaders</p> <p>Leaders promote and support opportunities for meaningful parent and caregivers involvement across the school in the education of their students through clear communication, parent interviews and collaboration. Leaders support and promote the use of CLOs to facilitate better communication with parents and allow parents opportunity to have a voice.</p>	<p>Strengthening Educational Connections</p> <ul style="list-style-type: none"> • Increase connection with primary feeder schools by establishing learning and social programs and the Year 6 Open Day. • Continue and expand our relationships with Universities, TAFE and local businesses to promote career and educational pathways. • Delivery of external programs to support newly arrived students, refugees and disengaged students through agencies such as STARTTS, Auburn Diversity Services, CMRC, Auburn Youth Centre and workplace providers. 	<p>Products</p> <ul style="list-style-type: none"> • Holroyd High School will be highly visible in the community and recognised as a centre of student excellence and support. • Students establish strong and meaningful relationships with Universities and other post secondary educational providers to promote academic excellence and successful transition into higher education and training. • Students social and learning needs are supported by relevant external agencies and specialised internal programs.
<ul style="list-style-type: none"> • Maintain above state average percentage of students progressing to higher education. 	<p>Community Partners</p> <p>Our community partners are recognised as key educational stakeholders who make a valuable contribution to the learning and social needs of our students through the delivery of targeted and innovative programs.</p>		<ul style="list-style-type: none"> • A greater number of parents and caregivers recognise the value of education and are actively involved in the education of their students
	<p>Parents/Carers</p> <p>Parents and caregivers recognise and value education, and are involved in the</p>		

Strategic Direction 3: Strengthening community connections

People

learning of their students. through consultation and participation in schools processes and directions.

Processes

Evaluation Plan

- TTFM survey of parents and students.
- Internal validation and review of student programs.
- Percentage of students enrolling in University and vocational courses.