

School plan 2018-2020

Turramurra High School 8435



School background 2018–2020

School vision statement

Turramurra High School is a dynamic and inclusive learning community that seeks to empower individuals to reach their potential through the creation of supportive relationships and a future-focused learning environment. We seek to prioritise collaborative and creative practices to facilitate agency and the promotion of resilience.

School context

Turramurra High School (1267 students, including 42% from a non-English speaking background), is a comprehensive, coeducational high school with classes for gifted and talented students in Years 7–10 and currently offers an international students program.

The school has a reputation for achievement in academic studies, sport and the creative arts, including an outstanding band program.

The school is an active partner in the North Shore Secondary Schools Partnership and the Turramurra Learning Community.

It has strong relationships with overseas sister schools in Japan.

School planning process

The planning process for our school plan involved all members of our school community in an extensive consultation throughout Term 3 and 4, 2017.

The methodology included:

- A 'Window of Certainty' process to determine a shared school vision
- A comprehensive data analysis conducted by staff
- Evaluation of 2015 – 2017 school plan.
- Ethnographic student survey
- Evaluation, data collection and group discussion at professional learning and staff and Executive meetings
- Parent evaluation and planning workshop.

The final strategic directions were distilled from, and tested against, the data collected from the above consultation process by the school executive team.. The details of the school plan will be co-developed with staff and will evolve as necessary.

Specific strategies for the implementation of the plan are developed annually by school executive, teaching and SAS staff.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Assessment & Reporting

Purpose:

To transform assessment and reporting practices so that they enable students to engage with their learning journey with greater self-awareness, skill and advocacy.

STRATEGIC DIRECTION 2

4C's Transformative Learning

Purpose:

To embed a culture enabling the learning dispositions of creativity, critical reflection, collaboration and communication. To change the learning culture of the school where students, staff and parents are empowered through changing their own learning.

STRATEGIC DIRECTION 3

Wellbeing

Purpose:

Optimum wellbeing is multidimensional. It includes, but is not limited to, physical, social, emotional, cognitive and spiritual wellbeing. By proactively supporting our school community to develop wellbeing, we create an environment which enhances the potential for individual, school and community growth.

Strategic Direction 1: Assessment & Reporting

Purpose

To transform assessment and reporting practices so that they enable students to engage with their learning journey with greater self-awareness, skill and advocacy.

Improvement Measures

Report comments are:

- reflective of professional observation and student attitude rather than on student mark or rank
- focused on student improvement

Assessment criteria:

- are focused on skill rather than content
- include measures related to student co-construction and leadership of learning

Type of assessment tasks are reflective of the principles of 4C's Transformative learning priority area.

We assess what we value.

Assessment schedule is not dictated by reporting schedule.

People

Staff

All staff engaged in actively evaluating current reporting and assessment practice.

Staff are equipped to provide timely and meaningful feedback and are confident in using professional teacher judgement to assess learning.

Leaders

School leaders adjust management practices of assessment schedule to reflect best timing for learning.

Senior Executive equipped to lead professional learning for staff and parents on reasons for changing assessment and reporting practice.

Students

Students empowered to become actively engaged in and aware of their learning dispositions.

Processes

Professional learning focused on assessment of 4C's learning.

Evaluation Plan

Audit of assessment processes, practices and type of assessments conducted regularly across all faculty areas and stages.

Practices and Products

Practices

Project : Revise assessment and reporting processes to value professional teacher judgement.

Project: Alter format of student performance review evenings to move to 'student-led conference'.

Products

Project: Resource development for assess

Strategic Direction 2: 4C's Transformative Learning

Purpose

To embed a culture enabling the learning dispositions of creativity, critical reflection, collaboration and communication. To change the learning culture of the school where students, staff and parents are empowered through changing their own learning.

Improvement Measures

Improvement in Student attendance data and a reduction in truancy.

Assessment and reporting processes are reflective of 4C's Learning

A reduction in the number of faculty warning letters issued for senior courses.

Staff and student survey on 4C's transformative learning indicates improved understanding over time.

People

Staff

Staff engage in action research to empower them with an understanding of 4C's learning and how to change their practice as a result.

Staff use data to adjust strategies for learning.

Leaders

School leaders are open to learning new approaches to leading learning and empower staff to co-develop and co-deliver school priorities.

School leaders ensure parents are engaged in the process of embedding a 4C's approach to learning.

Parents/Carers

Parents are open to new approaches to learning and understand true collaboration in enabling the learning of their child/ren.

Processes

Through engagement in the 'Schools of the Future 2.0' program, embedding of 4C's learning is strategically planned and implemented.

Evaluation Plan

Increased use of evidence-based practice to inform teaching and learning experiences.

Practices and Products

Practices

Differentiated curriculum informed by data focused on learning dispositions.

Strategic Direction 3: Wellbeing

Purpose

Optimum wellbeing is multidimensional. It includes, but is not limited to, physical, social, emotional, cognitive and spiritual wellbeing. By proactively supporting our school community to develop wellbeing, we create an environment which enhances the potential for individual, school and community growth.

Improvement Measures

DoE Wellbeing self-assessment tool used to establish baseline data and assess improvement at annual intervals.

Improvement in student and staff attendance data.

Reduction in student suspensions and negative entries on Sentral database.

'Tell Them from Me' data indicates improved sense of student engagement and wellbeing

People

Staff

Staff capacity developed to better achieve positive behaviour outcomes in the classroom.

Staff are empowered to manage their own wellbeing and are equipped with strategies to support them in this pursuit.

Leaders

Leaders ensure that all staff are empowered to respond effectively and positively to all student matters.

Leaders support the promotion of staff wellbeing by evaluating and adjusting requirements on staff where possible.

Students

Students are empowered to be mindful of their own wellbeing and have strategies to improve resilience.

Processes

Complete evaluation and revision of PBEL and student management processes.

Evaluation Plan

Regular evaluation (min. once per term) of student and staff wellbeing through triage, Executive meetings and welfare meetings.

Practices and Products

Practices

Approaches to student behaviour management are positive and proactive.

Time is used creatively through such things as focus groups, Twilight Professional learning to relieve stress on staff.

Products

Student reward system revised

Student level system revised