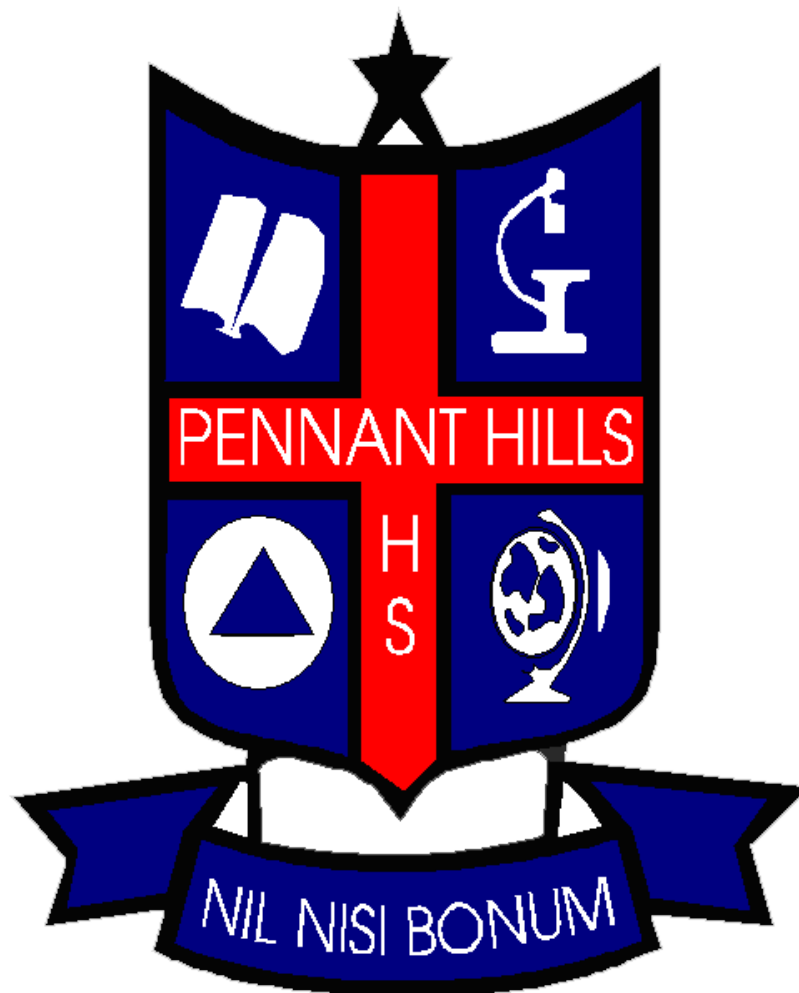


School plan 2018-2020

Pennant Hills High School 8438



School background 2018–2020

School vision statement

At Pennant Hills High School, through quality teaching practice, we build relationships to inspire a lifelong love of learning so all students have access to the greatest opportunities in life.

We are a vibrant and innovative learning community, that is committed to the pursuit of excellence within a rich and diverse learning environment.

Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

Students in our care will be actively engaged in meaningful, challenging and future-focused learning experiences, to achieve and thrive as learners, leaders and responsible, productive citizens.

School context

Pennant Hills High School, with an enrolment of 1026, is a large, coeducational, comprehensive high school, which holds a key position in its local community. The school is held in high regard by both the local and wider community for achieving academic excellence, providing a broad, deep range of curriculum enrichment opportunities and producing high quality educational outcomes in all areas.

There is a proud tradition of high involvement and achievement in sport and cultural pursuits, and the broad curriculum choice across all stages ensure high levels of student engagement.

The school prides itself on its strong culture of positive relationships between staff, students and parents, which works cohesively to maintain a stimulating and rich learning environment in which all students are supported and encouraged to achieve their personal best.

Excellent structures exist which support student wellbeing, including a merit scheme to recognise and promote student achievement. A Positive Behaviour for Learning (PBL) program, based on the established core values of responsibility, integrity and achievement exists. There is a particularly strong focus on developing student leadership capacity through an active Student Leadership Council.

The school fosters and develops the capacities of all students, including the provision of a Gifted and Talented education program. Flexible learning is fostered through a learning hub facility which integrates flexible learning spaces to facilitate project learning. Students are taught in a technology rich environment by enthusiastic, experienced and committed staff, who continue to be enhanced through focused teacher professional learning.

A Special Education Unit caters for students with mild or moderate intellectual and physical disabilities. There is a strong culture of inclusivity of students with a disability within the school.

School planning process

The school planning process began in April 2017 with the whole school establishing a context for planning by identifying key strengths in faculty teams and engaging with best practice from educational research and building on the 2015–2017 school plan.

Our executive team explored and re-imagined school vision and purpose and collaborated with students, parents and SASS staff through a community conference in October, to develop a shared vision and purpose for our school.

We formulated our three key strategic directions during a number of whole staff workshops in 2017 and 2018. These were reviewed by our executive team using the *School Excellence Framework*.

Students and parents were invited to provide feedback on our strategic directions and align whole school projects and initiatives to the key strategic directions.

During Term 4, 2017 the executive further developed the three Strategic Directions and drafted the plan based on input from staff members.

The draft plan was then reviewed by faculty teams for feedback, which generated professional discourse about all aspects of the plan. This resulted in refinements to the plan as they appear in this published form.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Great Teaching – Feedback

Purpose:

To promote a dynamic school culture that is focused on learning and building educational aspiration.

To foster and develop formative feedback that is specific, targeted, consistent and encourages student and teacher reflection.

STRATEGIC DIRECTION 2

Inspired Learning –
Collaborative Practice

Purpose:

To develop through collaborative practice, a culture of high expectations for both students and staff.

To target professional learning that results in embedding evidence based pedagogy to ensure best practice.

STRATEGIC DIRECTION 3

Productive Partnerships –
Leadership & Engagement

Purpose:

To further develop positive relationships and a culture of high expectation.

To foster engagement between teachers, students, parents and the broader community through effective administrative systems, structures and processes.

Strategic Direction 1: Great Teaching – Feedback

Purpose

To promote a dynamic school culture that is focused on learning and building educational aspiration.

To foster and develop formative feedback that is specific, targeted, consistent and encourages student and teacher reflection.

Improvement Measures

10% increase in percentage of Year 9 students demonstrating expected growth in literacy and numeracy, as measured by NAPLAN tests.

Increased percentage of students gaining Band 5 and 6 in the Higher School Certificate. 70% decrease in the number of Band 1 and 2 HSC results. This will be compared to 2017 baseline data.

100% of students will qualify for HSC accreditation after reaching minimum standards in online tests.

People

Staff

The Senior Executive and Executive together with experts from the teaching staff.

Staff

All staff engage in an 'open door' policy for informal observations that builds a culture of professional dialogue.

Staff

Literacy and Numeracy Team that includes Learning and Support Team members and Aboriginal Education Committee members. This team will consider and be informed by data to evaluate current programs, make adjustments to literacy and numeracy strategies and refine practices.

Processes

Implementation and delivery of high quality professional learning. Focus will be on collaborative best practice that uses explicit systems of feedback – observation, coaching, and team teaching.

Coordinate and review the design of high quality, rigorous teaching programs to meet NESA requirements and to challenge students.

Draw on best practice for faculties to redesign teaching programs that explicitly integrate higher order skills and rich assessment tasks of and for learning.

NAPLAN : Year 7–9 focus.

Effective use of data to lead improvement in response to the impact of the new HSC Minimum Standard – Online Tests.

Analyse performance of Indigenous students on NAPLAN tests and work with the Literacy and Numeracy Teams alongside the Aboriginal Education committee to devise further support strategies where required.

Evaluation Plan

All Faculty Head Teachers evaluate the effectiveness of teaching and learning through classroom observations, internal assessment results and student feedback.

Data analysis of all external tests (NAPLAN, VALID, HSC) to inform explicit teachers of Literacy and Numeracy.

Improvement of Indigenous students on NAPLAN tests moving into Bands 7/8 in Year 9.

Practices and Products

Practices

Practical Teaching Strategies – ALARM, explicit teaching for Year 12 improvement, NAPLAN Minimum Standards. Quality Teaching Framework, the 5Es.

PDPs – for teaching and support staff that reflect the anticipated value and impact of feedback.

Students developing a sense of self-autonomy. Students self-identify how to improve. Students identify characteristics of higher order responses through both peer and teacher feedback and through the use of exemplars.

Programs and assessments will be shared and best practice ideas used to evaluate the final product.

All literacy and numeracy individual learning programs will be data based and differentiated for individual student learning needs.

Explicit literacy and numeracy strategies in all Programs.

Products

All teaching programs meet NESA requirements and include differentiation strategies.

MultiLit Program implemented in Year 8.

Peer Tutoring implemented in Year 9.

Suite of online learning modules created and accessible for students to improve literacy and numeracy skills.

Strategic Direction 2: Inspired Learning – Collaborative Practice

Purpose

To develop through collaborative practice, a culture of high expectations for both students and staff.

To target professional learning that results in embedding evidence based pedagogy to ensure best practice.

Improvement Measures

100% of teachers collaborating to implement pedagogy that is evidence based to challenge and engage students, and includes higher order or conceptual thinking skills.

20% increase in the number of girls in STEM subjects compared to 2017 baseline numbers.

Increased number of integration opportunities for Special Education Unit students to access mainstream curriculum and classes, where appropriate.

People

Leaders

The School Executive leads their faculty in shaping students as creative, critical and reflective learners through enhanced evidence based practice and an intrinsic link between academic and emotional resilience and Life Skills.

Staff

A STEM Team of teachers and students develop skills in best practice, robust STEM design.

Staff

The School Executive leads their faculty in review and maintenance of the Gifted and Talented policy at PHHS.

Processes

Regular teacher collaboration that creates momentum for professional learning.

A broader cross-faculty sharing of expertise, programing and assessment strategies.

Work with Sydney University STEM Teacher Academy to develop a Cross Curricula STEM focused project.

To develop formative and summative assessment tasks that challenge students.

Professional learning to establish best practice on higher order formative and summative assessments.

Integration of students from the Special Education Unit into mainstream classes where appropriate.

Evaluation Plan

- Analysis of internal assessment data and programs reflecting challenging and engaging learning activities.
- Data and STEM classes.
- Data on integration of Special Education Unit students into mainstream classes.

Practices and Products

Practices

Evidenced based pedagogy that impacts New HSC syllabus programming, implementation and evaluation.

Project Innovate – Pedagogied development utilising the Learning Hub.

Further development of the Project Based Learning model.

Organised professional dialogue takes place on a regular basis.

STEM elective numbers maintained with an increase in participation from girls, particularly in the Senior School in STEM subjects.

Differentiation will reflect the full continuum of learning in faculty programs.

Implementation of creative solutions for extension.

Products

Sydney University STEM Teacher Academy project completed and evaluated.

All teaching programs will have higher order formative and summative assessments embedded.

Assessment tasks will be differentiated.

Strategic Direction 3: Productive Partnerships – Leadership & Engagement

Purpose	People	Processes	Practices and Products
<p>To further develop positive relationships and a culture of high expectation.</p> <p>To foster engagement between teachers, students, parents and the broader community through effective administrative systems, structures and processes.</p>	<p>Staff</p> <p>Establish a School Evaluation Team that engages with SEF 2.0.</p> <p>Leaders</p> <p>The executive team leads the "Brand Penno" improvement plan.</p> <p>Staff</p> <p>The Executive Team and Staff lead the audit of technology hardware and software application at PHHS.</p>	<p>Establish a culture of supportive accountability as all staff engage with classroom observations that are instructional and inform their ability to deliver engaging and effective lessons informed by the SEF2.0.</p> <p>Redevelopment of a Coaching Model.</p> <p>Development of the teacher induction process.</p> <p>Development and commitment to "Brand Penno"</p> <p>Increase the percentage of learning and teaching spaces that ensure learning for students and teaching for teachers is enhanced.</p> <p>Implement further training in the effective use of Sentral.</p> <p>Whole school technology audit and plan with consideration of the BYOD Policy.</p> <p>Implement a training and development program for the creative use of technology that meets the changing nature of the world we live and work in..</p>	<p>Practices</p> <p>A shared school wide understanding of the key pedagogical framework underpins all teaching and learning experiences and raises expectations.</p> <p>Development of coaching and performance management skills of aspiring educational leaders and current leaders.</p> <p>Establish greater consistency of school policy and its implementation.</p> <p>Further develop explicit processes for lateness, attendance, 'N' Award, and electronic device usage – high expectations.</p> <p>Continued student and staff affirmation – High Achiever's Assembly, Faculty Awards, Merit System.</p> <p>Continued engagement and consultation with the P&C through activities such as development of the Parent Portal., and the "Great Penno Reno".</p> <p>Develop and assess the impact of school use of digital communication.</p> <p>Products</p> <p>Successful external validation of school progress.</p> <p>Successful induction of new teachers into PHHS and contributing to the culture of Pennant Hills High School.</p> <p>Enhanced reputation of PHHS in the local community.</p> <p>Technology upgrades across the school.</p>
Improvement Measures		Evaluation Plan	
<p>Increased time to further develop the culture of professional learning that takes place across the school compared to 2017 baseline data.</p> <p>100% of staff engaged in setting and monitoring goals identified in their performance and development plans, leading toward increased opportunities for the coaching, performance management and skills development of aspiring and current educational leaders.</p> <p>Improved Tell Them From Me survey results for students, teachers and parents in the "Interest and Motivation" element of the "Intellectual Engagement" domain. Compared to 2017 baseline data.</p>		<ul style="list-style-type: none"> • Survey of teachers who completed the induction program • Align the redevelopment of a Coaching Model to the PDP process. • Regular collection and analysis of data to reflect on the impact of key aspects of the school plan. 	