

School plan 2018-2020

Davidson High School 8479



School background 2018–2020

School vision statement

A community school, Davidson High School is committed to providing an inclusive educational environment that is supportive, innovative and engaging. We believe that by working strategically and collaboratively we will inspire and develop future focused students who are active and connected learners and critical and creative thinkers.

School context

Davidson High School is a comprehensive, co-educational and inclusive secondary school that provides an education for 850 students on the Northern Beaches of New South Wales. The school is gender balanced and shares a close relationship with its partner schools. It is committed to providing an educational environment that challenges and inspires each child to achieve their personal potential. A diverse curriculum is provided including a wide range of extra curricula activities. The school fosters positive partnerships with parents, partner primary schools and the local community. Current school priorities include quality teaching and learning, strategic feedback, community partnerships, leadership development and a diverse curriculum. The school is highly valued and supported by its community. Focus programs include performing arts, student leadership and cultural exchange.

School planning process

Evidence and data was collected to review current practices throughout the last planning phase. This included student reports, reflection and feedback, student results, behaviour, attendance and participation analysis, as well as survey data through the student engagement survey, parent survey and the focus on learning teacher survey. Members of the executive team participated in professional learning on the collection of evidence, as well as attended courses on current research leading to school improvement. Stakeholders were involved in setting directions for the school through meetings, interviews and focus groups. A Strategic Planning Group was formed which, identified our strengths, analyzed our opportunities and reviewed school practice before setting our strategic directions.

3 strategic directions were set and the team divided into 3 to direct the purposes, processes, practices and products for each strategic direction. The strategic directions are entitled – Create, Thrive and Connect.

The 2018 –2020 strategic plan is a shared vision for the Davidson community and the basis for the school's improvement and development over the next 3 years. We will continue to gather evidence to inform the Strategic Management Committee who will monitor the plan and our effectiveness in delivering the plan through the milestones.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Create

Purpose:

To continue to build on teacher capacity where personal reflection and feedback on quality teaching practice leads to challenge, engagement and innovation for students within a supportive learning framework.



**STRATEGIC
DIRECTION 2**
Thrive

Purpose:

To build resilient and confident learners who are focused on continual improvement and the achievement of personal success within a supportive learning environment.



**STRATEGIC
DIRECTION 3**
Connect

Purpose:

To further develop and strengthen relationships between students, parents and our community to ensure effective communication and collaborative practices both in and beyond the classroom.

Strategic Direction 1: Create

Purpose

To continue to build on teacher capacity where personal reflection and feedback on quality teaching practice leads to challenge, engagement and innovation for students within a supportive learning framework.

Improvement Measures

30% increase in opportunities for professional discussion that directly informs and improves classroom practice.

Increased proportion of staff report improved confidence and capacity to deliver the explicit teaching of literacy in their classrooms.

People

Staff

Actively engage in meaningful professional learning and demonstrate how that applies to their individual professional learning plans.

Know and understand the Australian Professional Standards in order to inform their practice.

Reflect on current practice and engage with evidence based research.

Students

Have the opportunity to provide meaningful feedback on teaching and learning practice to staff to further enhance and inform their pedagogical practice.

Have the opportunity to take on a leadership role in literacy.

Leaders

Mentor and coach staff to reflect, respond, evaluate and develop their practice.

Processes

Lit Fit

Formation of a Literacy team to write and direct whole school literacy program.

The Literacy team will deliver high quality TPL designed to foster in staff a deep understanding of how to analyse student writing and explicitly teach core literacy skills.

Dedicated time for staff to engage with literacy through Lit Fit.

Opportunities are provided for staff to create programs with embedded literacy strategies.

Literacy leaders provide support to teachers in classroom implementation.

Leadership opportunities are developed for students to be Lit Fit Mentors/Coaches.

Improved Classroom Practice

The Davidson Circle of Practice is developed to reflect our priorities and guide our practice.

Upskilling of staff through the development of explicit professional learning sessions.

Identifying expert teachers to be Instructional Leaders.

Instructional leaders lead and develop staff's classroom practice through coaching and mentoring.

Instructional leaders provide professional learning for individual staff in targeted areas.

Practices and Products

Practices

Staff confidently implement explicit literacy strategies in their classroom practice.

All staff will have a deepened understanding of how to teach literacy and writing in particular, including use of vocab, punctuation, sentences, grammar and structure.

Faculties design teaching programs that effectively engage student in rigorous learning experiences reflecting current pedagogy and that focus on the development of core skills.

Staff use professional learning to inform their practice to create challenging, engaging and innovative learning experiences.

Staff actively engage in collaborative practices and professional dialogue to improve their classroom practice using arrange of strategies including mentoring, coaching and Instructional Leaders.

Products

There will be increased opportunities for professional dialogue about classroom practice.

Strategic Direction 1: Create

Processes

Explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback are developed and implemented.

Evaluation Plan

Internal: Analysis of survey data from staff and evaluation of strategies embedded in lesson design, assessment tasks and teaching programs.

External: Analysis of NAPLAN results and monitoring of HSC Minimum Standards progress.

Practices and Products

There will be evidence of improved classroom practice using evidence based research, literacy strategies and impact of Instructional Leaders.

Strategic Direction 2: Thrive

Purpose

To build resilient and confident learners who are focused on continual improvement and the achievement of personal success within a supportive learning environment.

Improvement Measures

An increased proportion of students will achieve the minimum HSC standard prior to commencing their senior studies.

An increase in the number of students participating and engaging in support programs and reporting an increased sense of wellbeing, belonging and success.

People

Students

Build their capabilities in literacy and numeracy.

Take responsibility for their learning through reflection and feedback and goal setting.

Engage with specialised programs to develop their academic skills.

Experience a range of programs that will enhance their wellbeing.

Staff

Develop and deliver high quality teaching and learning programs catering for individual student learning needs.

Develop their capabilities through professional learning, feedback and reflection.

Parents/Carers

Engage with, contribute to and participate in their child's learning.

Community Partners

Engage with the school and be welcomed as respected, valued partners in student development and learning

People

Processes

Lit Fit

All students 7 to 10 engage in a designated weekly literacy session.

Students will be provided with opportunities to demonstrate their understanding of the literacy sessions in their classroom experiences.

Students will monitor their progress and track their improvements.

Students will provide feedback about the program to staff.

Students can engage in extra support sessions eg Literacy Lunch, ACE It

Workshops will be provided for students targeting NAPLAN preparation.

The Resilience Project

Students participate in a range of programs that support and enhance their learning and wellbeing.

External providers will work with staff to deliver programs that are specifically designed for our unique situation.

Implementation and development of the Resilience Project.

Student workbooks around resilience developed for our students in the context of our school community.

Student interviews/ focus groups to support the project and receive feedback to inform future workshops.

Practices and Products

Practices

Students are supported in developing their learning practice and refining their learning goals. Students recognise the need for support and know where they can find it.

Students work with staff to deepen their understanding of how to raise their achievement levels.

There is a well-developed program of student support which is underpinned by the positive and respectful relationships between staff and students.

Products

There will be an increased proportion of students who achieve the minimum HSC standard reading, writing and numeracy prior to commencing their senior studies.

There will be an increase in the number of students participating and engaging in support programs and reporting an increased sense of wellbeing

Strategic Direction 2: Thrive

Processes

Evaluation Plan

Internal: Analysis of student resilience and wellbeing data. Monitoring of information provided through school interviews. Analysis of data from support programs and student progress.

External: NAPLAN analysis. HSC analysis.

Strategic Direction 3: Connect

Purpose

To further develop and strengthen relationships between students, parents and our community to ensure effective communication and collaborative practices both in and beyond the classroom.

Improvement Measures

Increased communication between the school community through the use of a variety of technologies.

Parents have an improved understanding of the programs the school is implementing and how they can best support their child in their learning.

People

Staff

Embrace new systems that further the school's communication strategy.

Engage with parents to help them better understand their child's learning program, progress and achievement.

Actively engage with community organisations to provide authentic and future focused experiences for our students.

Students

Take responsibility for their own learning and seek support from the school community to improve their performance.

Leaders

Support staff in increasing their communication with parents and the community.

Community Partners

Support the school with resourcing and authentic opportunities to engage with the community.

Attend school events that support, develop and celebrate student learning.

engage with, contribute to and participate in their child's learning

Processes

Community Communication

To promote a strong collaboration between parents, students and the school to support continuity of learning we will:

Introduce School Bytes app

Increase proportion of class group emails to parents

Increase parent/community support sessions and programs

Launch parent portal

Continue to work with Belrose Rotary on community projects.

Review and refine student interviews

Learning Environments

Working in collaboration with our school community to improve learning and leisure areas for students. These will include:

Bus bay safety

Water stations

Outdoor learning area

Water tanks

Returning the oval

Technology equipment updates in key learning areas

New flag pole

Public artwork

Practices and Products

Practices

Staff employ systems and programs to communicate information effectively to parents.

Physical spaces are used appropriately and flexibly to meet a broad range of students interests and needs.

There is a shared understanding about curriculum and innovative delivery within the WCoS in digital technologies.

Students have opportunities to lead and mentor in WCoS activities.

Products

Increased and improved communication between the school community through the use of a variety of technologies.

Parents have an improved understanding of the programs the school is implementing and how they can best support their child in their learning.

Strategic Direction 3: Connect

Processes
<p>Working With Our Community of Schools</p> <p>Building a shared understanding of STEM and developing leadership capacity in our students.</p> <p>Meet with teachers from WCoS to discuss syllabus and scope and sequence of STEM.</p> <p>Upskill our student's leadership capacity to deliver STEM in primary schools.</p> <p>Write program for the delivery of STEM in primary schools.</p> <p>Use digital technologies as the main form of delivery of STEM in primary schools.</p>
Evaluation Plan
<p>Internal: Analysis of parent data and parent focus groups. Analysis of evaluation of WCoS STEM program from students and staff. Analysis of staff survey about communication with the community.</p> <p>External: Monitor the usage/uptake of external programs such as Word Flyers.</p>