

School plan 2018-2020

Hoxton Park High School 8485



School background 2018–2020

School vision statement

Our vision is to build the school community as a learning organisation in which on-going teacher learning is complimentary to student learning. Where students, through modelling, develop a love of learning and the independence and strength to achieve their dreams and realise their personal best.

School context

Hoxton Park High School is a comprehensive, co-educational high school that welcomes and accommodates students from different backgrounds and with different learning needs.

The school has adopted the four core values of care, respect, participation and excellence. The school population is diverse, with more than 85% of students coming from non-English speaking backgrounds. There are more than 10 different cultures represented in the school population. The school is proud of its strong multicultural tradition and the values students learn about tolerance of diversity and inclusivity.

The curriculum caters for all students through a broad range of subjects including academic courses, vocational education (VET) in Hospitality, Retail, Information Technology, Primary Industries and Metal and Engineering, school based apprenticeships and traineeships (SBAT) and TAFE courses. Gifted and talented students are catered for within the Self Select class program and the provision of a differentiated curriculum, catering for all learners.

The school is part of the Australian Business and Community Network (ABCN) with strong links with AMEX and University of Western Sydney as business partners. The school has a comprehensive student leadership and welfare program which includes strong links with partner primary schools. The school is part of the Positive Behaviour for Success (PBL) program and the Australian Government Quality Teaching Program (AGQTP). Students excel academically, in the arts, citizenship and sporting arenas.

Hoxton Park High School is an outstanding school with a fabulous reputation. We have great programs, teachers, students and families, all of which contribute to making Hoxton Park High School a quality school.

School planning process

This School Plan is a reflection of the commitment of our school community members and a result of a rigorous school self-evaluation. It is a balanced and genuine account of our commitment to ongoing school improvement.

The planning process has been carried out through an extensive analysis with student focus groups, staff workshops, school leadership, professional learning direction forums and parent workshops.

Analysis of NAPLAN, RAP, School to Work, VET, Annual reports and online surveys were extensively considered in developing our 2015–2017 strategic direction.

Our strategic direction will be achieved through:

Leadership commitment to provide staff with the support and constructive feedback in developing the skills through initial and continuing professional development.

Teachers develop their individual Professional Learning Plans for the continued development of sophistication and mastery of teaching practices.

Student engagement can be enhanced by assessment practices which protect the learner's autonomy, provide some choice, and create opportunity for sophistication of analysis and expression.

Parents should be more involved in the process of generating higher expectations for all learners. The use of ILPs and Lexiles will aim to have students, teachers and parents working together, to improve the learning of all students.

Our aim is to provide a holistic education so that in addition to academic pursuits, students are able to excel in the arts, in sport and be provided with a variety of social and cultural experiences.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 HIGH EXPECTATIONS FOR LEADERS

Purpose:

Leaders who are strong, strategic, effective and committed to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.



STRATEGIC DIRECTION 2 HIGH EXPECTATIONS FOR STAFF

Purpose:

Teachers with high levels of professionalism and commitment who work individually and collaboratively in evaluating the effectiveness of their teaching practices to create a high performing , dynamic, evidence based learning environment.



STRATEGIC DIRECTION 3 HIGH EXPECTATIONS FOR STUDENTS

Purpose:

Students who are high performing, independent and reflective learners who successfully transition to future learning and employment, with the skills to make informed contributions as citizens and leaders.

Strategic Direction 1: HIGH EXPECTATIONS FOR LEADERS

Purpose	People	Processes	Practices and Products
Leaders who are strong, strategic, effective and committed to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.	Leaders Executives draw on their professional learning for dynamic leadership and communication to build a high performing executive team.	Establish a high level executive code of ethics embodying a collaborative, confident, unified and valued team ethos that leads, model and share best practices. Leading their identified Action learning Projects to enhance teacher capacity, critical evaluation, self-reflection and accountability for student engagement and best practices. Leading PBL to ensure a consistent and school-wide application of the principles embodied in the Hoxton Honour Code. Leading and refining the Departmental and school based compliance processes within their faculty to meet NESA Inspections (school registration), External Validation (School Excellence Framework) and VET auditing standards.	Practices Executives can demonstrate the implementation of the executive code through a shared sense of responsibility and high expectations within the team. Executives are actively responsible and accountable for driving evidence based practices to inform teaching and learning. Executives lead and model PBL high expectations within the school. An established culture of administrative standards and accountability.
Improvement Measures	Leaders Executives develop their knowledge and skills of evidence based and 21st Century learning to develop systems of professional learning aimed at building reflective, evaluative, passionate and inspired mindsets amongst their staff.	Evaluation Plan Executives interaction and morale has improved through the sharing of best practices and cohesive approach to decision making. Executives will provide evidence and reflection on the success of their action learning projects through qualitative and quantitative data. A consistent approach to leading PBL within and across faculties through Sentral referrals and community feedback. Executives sharing on best practice of administrative processes.	Products Establishment of an executive code. Executives develop and implement a professional learning model to ensure evidence based teaching methodologies are embedded into all faculty processes and systems for programming, assessment and classroom practice. Executives establish a unified PBL practice within the faculty team. Executives develop processes and systems to lead a high performing and dynamic executive and faculty team. Executives establish faculty systems and structures to meet school compliance standards
Executives leading the use of evidence based practices to inform teaching and learning. The executive team review and refine the Positive Behaviour for Learning (PBL) to develop a consistent and clear model within their faculty and wider community. Executives leading and staff confident in high level school / faculty administrative processes to support school compliance.	Leaders Executives collaboratively articulate a clear and consistent approach in leading PBL across the school.		
	Leaders Establish a culture of accountability as an executive team.		

Strategic Direction 2: HIGH EXPECTATIONS FOR STAFF

Purpose	People	Processes	Practices and Products
Teachers with high levels of professionalism and commitment who work individually and collaboratively in evaluating the effectiveness of their teaching practices to create a high performing , dynamic, evidence based learning environment.	Staff <p>Staff develop their knowledge and skills of evidence based and 21st Century Learning to build teaching capacity and dynamic learning environment.</p>	<p>Implementing the identified learning action projects to enhance their capacity, critical evaluation, self-reflection and accountability for student engagement and best practices.</p>	Practices <p>Staff are actively responsible and accountable for driving evidence based practices to inform teaching and learning in the classroom.</p>
Improvement Measures	Staff <p>Faculties interact in a range of collaborative processes to develop a high performing faculty team.</p>	<p>Establish a high level faculty code of ethics embodying a collaborative, confident, unified and valued team ethos that models and share best practices.</p>	<p>Staff can demonstrate the implementation of the Code of Ethics through a shared sense of responsibility and high expectations within the faculty team.</p>
Staff confident in using evidence based practices to inform and reflect upon their teaching and student learning.	Staff <p>Staff engage with PBL learning to develop a consistent approach underpinning the Hoxton Honour Code.</p>	<p>Modelling PBL to ensure a consistent and school-wide application of the principles embodied in the Hoxton Honour Code.</p>	<p>Staff model the PBL high expectations within the school.</p>
Staff design and implement their faculty vision, identity and code of ethics.	Staff <p>Stage 4 English/Mathematics teachers undertake professional learning on improving literacy and numeracy skills in Stage 4.</p>	<p>Developing intensive and transferable higher order skills through the establishment of Literacy and Numeracy classes in Stage 4.</p>	<p>Stage 4 teachers consolidate literacy and numeracy skills to extend critical, creative and higher order problem solving skills.</p>
Staff implement and model a consistent approach to PBL across the whole school environments.		Evaluation Plan <p>Staff utilising evidence based teaching and learning strategies in programming, assessment and student feedback to improve student critical, creative and higher order thinking skills.</p>	Products <p>Staff embed evidence based teaching methodologies in programming, assessment and classroom practice.</p>
Staff consolidate literacy and numeracy platform around critical and creative intelligences for Stage 4 students.		<p>Staff reflect on faculty vision and code of ethics to inform the growth mindset culture with the faculty.</p>	<p>Establishment of a Faculty Code of Ethics.</p>
Staff usage of evidence based practices will see an increase in students achieving the top 2 bands in Literacy and Numeracy in NAPLAN.		<p>Staff consistency in implementing PBL systems, processes and procedures within the classroom and across whole school environments.</p>	<p>Staff establish unified PBL systems and practices within the classroom and across whole school environments.</p>
		<p>Improvements in student outcomes in Stage 4 through staff embedding literacy, numeracy, critical, creative and higher order thinking strategies in their teaching practices.</p>	<p>Staff embed literacy and numeracy strategies to support students' critical, creative and higher order thinking skills in Stage 4.</p>

Strategic Direction 3: HIGH EXPECTATIONS FOR STUDENTS

Purpose

Students who are high performing, independent and reflective learners who successfully transition to future learning and employment, with the skills to make informed contributions as citizens and leaders.

Improvement Measures

Higher student participation in whole school initiatives and understanding to the skills needed to transition from school to work.

Student self-efficacy will improve motivation, learning and achievement which is crucial to student success.

A reduction in negative referrals and incidences.

People

Students

Students encouraged to actively participate in whole school and community initiatives to support transferable employability and entrepreneurial skills.

Students

Students will self-reflect upon their learning to build their self-efficacy and support teaching and learning through critical feedback.

Students

Students become safe, respectful and active learners with the skills to be leaders in their community and chosen field.

Processes

Establish a clear, consistent school wide system that supports the identification and development of student employability and leadership skills.

Collaboratively develop and implement teacher practice, school programs and enrichment opportunities that create a whole school culture that encourages student voice on how they learn and why they learn to build higher order thinking and student self-efficacy.

Students understanding and utilising the values and ethics in the Hoxton Honour Code as the basis to good citizenship.

Evaluation Plan

The School to Work initiative will assess student participation and engagement to track the development of employability skills.

Create qualitative and quantitative data measures to assess the effectiveness of the student feedback in developing high performing classrooms.

Sentral data will be used to evaluate a reduction in the number of negative referrals and incidences.

Practices and Products

Practices

Students will take opportunities to participate in whole school initiatives to build upon their employability and leadership skills.

Staff and students working in partnership to foster critical and creative problem solving skills to improve teaching and learning.

Student embody the Hoxton Honour Code as the values and attitudes that will support them in becoming informed and ethical citizens.

Products

Students will be confident in pursuing leadership roles and employment.

Student and Teacher relationship will be strengthened leading to a safer and more challenging learning environment.

Students will demonstrate and encompass the Hoxton Honour Code in all settings.