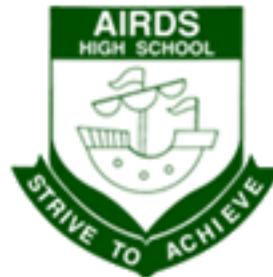




School plan 2018-2020

Airds High School 8493



School background 2018–2020

School vision statement

Airds High School is committed to the provision of a safe and stimulating learning environment that develops confident, resilient and responsible citizens. This is achieved through a culture of exemplary evidence based teaching practices, where common processes are employed across the whole school setting. This is underpinned by high expectations of our staff and students, and strong connections to our parents, community and partner organisations.

School context

Airds High School is a 7 – 12 comprehensive, co-educational high school of 456 in the Campbelltown Network. The school is committed to personal and academic achievement offering a broad academic and vocational curriculum, thus catering for students of all ability levels. The Support Unit of 69 students caters for students with a range of intellectual disabilities including Moderate and Mild Intellectual Disability, Multi-Category and Autism. The school is becoming increasingly multicultural in its composition and has an active Aboriginal community. Indigenous students make up 23% of the school's population, Pacifica students 18% and a further 52 cultural groups are represented. The school works in close partnership with the Community of Schools to develop innovative practices to support students and the community.

School planning process

- Collection of data to gain evidence of current situation and direction for planning.
- Development of vision and strategic directions using data & evidence gained at Executive Meetings, Staff Meeting, Community Forums, Parent Groups and Student Focus Groups.
- Consultation with CESE, Communication and Engagement Directorate and Campbelltown Network through shared planning.
- Presented vision statement and strategic directions at a Staff Meeting and Community Forums for collaborative input and final discussion.
- Establishment of teams aligned with key strategic directions to develop projects targeting Quality Teaching, Systems Management, Wellbeing and Community participation.
- Executive discussion around the School Plan Processes with ownership and development of Milestones.

School strategic directions 2018–2020



Purpose:

To improve pedagogical practices where students receive explicitly targeted teaching and learning at their point of need.



Purpose:

Promoting Airds high school as the local school of choice by building the capacity of staff through common processes and practices across all school priorities.



Purpose:

Working with the community to promote wellbeing and shared decision making in order to sustain an environment where all stakeholders can connect, succeed and thrive.

Strategic Direction 1: Quality Teaching and Learning

Purpose

To improve pedagogical practices where students receive explicitly targeted teaching and learning at their point of need.

Improvement Measures

- Increased proportion of students achieving expected growth in literacy
- Increased proportion of students achieving expected growth in numeracy
- Established whole school process for cross curriculum programming and assessment.

People

Students

- Students to contribute to a climate of enabling differentiation and pursuing individual learning goals.
- Build student capacity to self-regulate and engage with scaffolded learning activities driven by learning intentions

Staff

- Build staff capacity to co-plan and deliver cross curriculum assessment and programming with an emphasis on Literacy.
- Build staff capacity to co-plan and deliver cross curriculum assessment and programming with an emphasis on Numeracy.

Leaders

- Adopt a coordinated approach to embedding literacy and numeracy across all KLAs.
- Providing sustained, scaffolded and differentiated professional learning.

Processes

Literacy:

- An integrated whole school approach to the consistent teaching of literacy across the curriculum.

Numeracy:

- An integrated whole school approach to the consistent teaching of numeracy across the curriculum.

Pedagogical Practices:

- An integrated whole school approach to embedding consistent pedagogical practices

Evaluation Plan

- NAPLAN
- HSC
- Literacy and Numeracy progressions
- Internal student data
- Observations
- Surveys

Practices and Products

Practices

- Embed Literacy across KLA
- Embed Numeracy across KLA
- Co-Plan and deliver cross curriculum programming and assessment.
- Develop a shared responsibility to improve pedagogical practices for our students

Products

- Students will receive core skills in a rational order with consistent language.
- Students are engaged with their learning because the content has higher relevance.

Strategic Direction 2: Systems Management

Purpose

Promoting Airds high school as the local school of choice by building the capacity of staff through common processes and practices across all school priorities.

Improvement Measures

- Established systematic approach to whole school practices and procedures.
- Increased proportion of alignment of professional learning with PDP goals.
- Establishment of a clear pathway for career progression, underpinned by the higher levels of the Australian Professional Standards for Teachers.
- Increased following on digital platforms

People

Staff

- Build staff capacity and understanding to adhere to the compliance to accreditation process and procedures.
- Staff actively use social media platforms to showcase teaching and learning activities across Airds High School

Community Partners

- Utilise departmental resources and recommendations including the Communication and Engagement Directorate.

Leaders

- Adopt a coordinated approach to providing teachers with sustained differentiated professional learning.

Processes

Accreditation:

- An integrated whole school approach to accreditation.

Common Practices:

- An integrated whole school understanding and approach to common practices, procedures and language.

School Promotion:

- Strengthen the communication of whole school initiatives to the wider community by the establishment of a school promotion and engagement team.

Evaluation Plan

- Level of engagement with digital media platforms
- Observations
- Surveys
- PDP
- TTFM
- SEF alignment
- NESA checklist of requirements
- SCOUT

Practices and Products

Practices

- Align whole school practices and procedures that adhere to the policies of relevant governing bodies.
- Provide support for staff to achieve accreditation at their point of career development.
- Embed a sustainable and consistent process around PDP procedures and accreditation processes.
- Sustainable practice through the allocation of responsibilities around the implementation of digital platforms and promotion.

Products

- Core business of teaching and learning adheres to DoE policy and procedures.
- Staff actively engaged in their professional development to refine their teaching practice
- Established a dynamic learning culture that is inclusive of all stakeholders
- Provision of a school digital platform for school promotion.

Strategic Direction 3: Wellbeing and Community

Purpose

Working with the community to promote wellbeing and shared decision making in order to sustain an environment where all stakeholders can connect, succeed and thrive.

Improvement Measures

- Positive shift in student wellbeing
- Improved parent awareness of school and community supports.
- Improved resilience and engagement in school activities for students.
- Improved resilience and engagement in school activities for staff.

People

Students

- Students develop a culture of independence where students are informed and have the confidence to actively seek out and access information relevant to their needs to pursue their learning goals.
- Develop the skills in students to help create a safe and positive school environment.

Staff

- Build staff capacity in the development and delivery of student wellbeing programs.
- Staff develop resilience and effective workload management through engaging in professional learning opportunities that address staff wellbeing needs.

Parents/Carers

- Encourage and support parents to engage proactively in school activities within and beyond the classroom.
- Develop an understanding of the expectations and values of the school.

Community Partners

- Community organisation are utilised to support students and wellbeing programs in the school

Leaders

Processes

Social Emotional Wellbeing

Students:

- A whole school approach to improving student wellbeing with the explicit teaching of agreed values with a focus on student voice.

Staff:

- All staff, under the direction of the Wellbeing team designs, implements and evaluates programs that target specific and general student wellbeing issues through specific wellbeing days and strategies to enhance resilience.

Community:

- Strengthening partnerships with the school community and external organisations.

Evaluation Plan

- Focus groups
- TTFM
- SEF evaluation
- PDP performance
- Observations
- Internal student data
- Surveys
- Event attendance records
- Attendance

Practices and Products

Practices

- Embed social – emotional practices across whole school.
- Embed consistent strategies for the collection of reliable student wellbeing data.
- Establish a shared partnership with parents and community.
- Deliver wellbeing programs to address staff needs.

Products

- A whole school integrated approach to student wellbeing in which students can connect, thrive and succeed at each stage of their learning.
- A sustainable and consistent system for collecting student wellbeing data and respond to student individual points of need.
- Parents and community are more engaged with student learning.
- A whole school integrated approach to staff wellbeing.

Strategic Direction 3: Wellbeing and Community

People

- Contribute to an enabling environment that responds to student and staff wellbeing needs.