

School plan 2018-2020

Elderslie High School 8521



School background 2018–2020

School vision statement

At EHS, we plan to develop future focused learners who are equipped with contemporary skills, are resilient, embrace diversity and contribute to the community. We will achieve this by creating a culture where individuals take responsibility for their learning journey and the achievement of their personal best within a community that is committed to ongoing improvement.

School context

Elderslie High School is located in South–Western Sydney, drawing students from Camden and surrounding areas. It is a large, comprehensive, co–educational secondary school offering extensive academic, sport and extra–curricular programs to 980 students. The school student body is made up of 11 per cent LBOTE and approximately 3 per cent Aboriginal and Torres Strait Islander students.

The school's mission is to provide an effective and challenging educational program for all students and our sustained success reflects our commitment to raising achievement for everyone. There is a strong emphasis on excellence but also recognition of the range of talents and learning needs of students. The school motto and core values are Excellence, Honour and Service.

Elderslie High School is a high achieving secondary school where everyone is given the opportunity to do their best. The school and individual students have received numerous awards for excellence or outstanding achievement at regional, state and Australian level, including awards for engagement and retention, sport, vocational education and training, transition, creative and performing arts, textiles and design and agriculture. Sport and the creative and performing arts are both integral parts of the curriculum at Elderslie High School. Elderslie is the premier sporting school in the Macarthur area.

Many students first experience Elderslie High School whilst at primary school. Our community of schools partnership program with our four partner primary schools is an award winning program. Through innovative means, we plan and organise for improved learning outcomes in literacy, numeracy, science and the performing arts.

School planning process

The Elderslie High School planning process for 2015–2017 led to the development of three strategic directions which were:

- Commitment to explicit and consistent teaching practice
- Innovative practices that drive the achievement of personal best
- Supportive school culture focusing on staff and student wellbeing.

EHS was externally validated in 2016, resulting in confirmation of all of our judgements of our progress against the School Excellence Framework by an external panel. In the final year of the 2015–17 plan, regular milestone review discussions resulted in the production of evidence that demonstrated our achievement of improvement measures.

The new EHS School Plan for 2018–20 has been contributed to by all key stakeholder groups including staff, parents and student leaders. Early planning was informed by deep data analysis, leading to complete commitment of all groups to the vision statement and the three strategic directions. The resulting plan provides details of the purpose, people and processes, and products and practices that are to be realised through implementation of the plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Commitment to explicit and consistent teaching practices

Purpose:

To ensure that classroom environments and teaching practices are conducive to effective learning, thereby meeting the needs of our changing school context and improving the proficiency of students in literacy and numeracy.

STRATEGIC DIRECTION 2

Innovative practices that drive the achievement of personal best

Purpose:

To develop a culture in which staff and students take responsibility for their ongoing learning, strive for improvement and high expectations.

STRATEGIC DIRECTION 3

Supportive school culture focusing on staff and student wellbeing

Purpose:

To develop a whole school approach to student and staff wellbeing to ensure optimum conditions for teaching and learning.

Strategic Direction 1: Commitment to explicit and consistent teaching practices

Purpose

To ensure that classroom environments and teaching practices are conducive to effective learning, thereby meeting the needs of our changing school context and improving the proficiency of students in literacy and numeracy.

Improvement Measures

Increase the proportion of students achieving proficient level in in NAPLAN reading and numeracy by 5%

10% of Year 9 students achieve proficient level in NAPLAN writing.

Year 9 Value Added data for NAPLAN writing is above state average.

25% reduction in the number of student classroom behaviour referrals to school executive.

People

Staff

Understand the need for a consistent whole-school lesson framework to enhance the school learning environment.

Embed EHS lesson framework, literacy and numeracy initiatives.

Engage in professional discussion around implementation of the writing platform in Stage 4 and 5.

Staff integrate effective practices when providing feedback to students on writing.

Students

Utilise a common writing platform and consistent numeracy and reading strategies across the Stage 4 and 5 curriculum.

Understand and apply the principles of planning, organising and editing their writing.

Demonstrate that they have met high expectations every lesson.

Processes

Process 1 – Building Foundations

Formulation of an agreed EHS lesson framework that embeds key routines and practices conducive to an optimum learning environment.

Process 2 – Power On

Writing platform – continuation of school implementation of the Stage 4 Writing Platform and implementation of the Stage 5 Writing Platform. Stage 5 Writing Platform specifically embedding student reflection and use of an explicit editing scaffold.

Specific professional learning on use of the editing scaffold and providing effective feedback; and professional dialogue with colleagues.

Literacy and numeracy team develops an action plan targeting priority areas in reading and numeracy.

Community of Schools initiative sharing pedagogical practices related to the EHS writing platform.

Evaluation Plan

Internal: Regular reporting against milestones by the executive team; feedback from faculties and Pedagogy team; analysis of school based and SMART data; implementation of key routines and practices impact analysis via surveys of staff and students

External validation: NAPLAN data; comparison of internal data will support educational research.

Practices and Products

Practices

All Stage 4 and 5 teachers consistently utilise the EHS Stage 4 and 5 writing platforms and provide evidence.

Stage 5 students consistently plan, organise and edit their writing.

Staff routinely and consistently implement the agreed EHS lesson framework.

All students effectively utilise class learning time.

All Stage 4 and 5 students engage in explicit reading and numeracy activities within and beyond the curriculum.

Products

Increase the proportion of students achieving proficient level in in NAPLAN reading and numeracy by 5%

10% of Year 9 students achieve proficient level in NAPLAN writing.

Year 9 Value Added data for NAPLAN writing is above state average.

All staff have evidence of implementing the Stage 4 and Stage 5 Writing Platform.

Implementation of the EHS Lesson Framework demonstrating impact on improved classroom behaviour.

Strategic Direction 2: Innovative practices that drive the achievement of personal best

Purpose

To develop a culture in which staff and students take responsibility for their ongoing learning, strive for improvement and high expectations.

Improvement Measures

Increase to 100% of staff implementing future focused practices consistently.

SMART Stage 6 HSC data demonstrates an upward trend.

People

Staff

Understand the importance of keeping abreast of research related to future focused pedagogies.

Understand the purpose of providing appropriate feedback to students about their learning.

Demonstrate appropriate questioning skills to encourage students to take responsibility for their learning growth.

Students

Understand the importance of taking responsibility for implementing and applying feedback.

Demonstrate creativity, collaboration, critical thinking and communication capabilities.

Leaders

Ability for the coordinators to lead the implementation of the educational change at EHS.

Ability for executive to lead and monitor effective feedback implementation and measure the impact on student growth.

Parents/Carers

Understand the value of an effective learning/transition plan for their student/child.

Processes

Process 1: Challenge & Innovate:

Future focused pedagogies – learning circles; pre-data analysis; action research; STEM project

Formulation of a school structure that promotes implementation of future focused pedagogies and staff professional dialogue.

Engage in professional learning to improve future focused teaching practices.

Process 2: Growth in Action:

Feedback – Staff and Students taking responsibility for their learning growth.

Provision of effective and timely feedback to all students.

Provision of staff professional learning on effective questioning that will support student learning growth.

Evaluation Plan

Internal: Continuous evidence of current research to inform pedagogical practice. Documented evidence of student learning growth based on feedback and affective questioning.

External: HSC results and SMART data.

Practices and Products

Practices

Staff collaborate within and across faculties to plan, deliver and assess innovative curriculum and future focused pedagogies.

Staff engage in professional dialogue and action research to improve pedagogical practice.

Shift in learning responsibility, from teacher to student ownership.

Stage 6 students plan and monitor their own learning plan in conjunction with specialist teaching staff.

Products

All staff provide evidence of implementing future focused pedagogies.

Increase to 100% of staff implementing future focused practices consistently.

Students have increased creativity, collaboration, critical thinking and communication capabilities.

SMART Stage 6 HSC data demonstrates an upward trend.

Strategic Direction 3: Supportive school culture focusing on staff and student wellbeing

Purpose

To develop a whole school approach to student and staff wellbeing to ensure optimum conditions for teaching and learning.

Improvement Measures

10% improvement in the number of students who report that they are aware of how and where to seek support within the school.

Processes are in place to recognise teacher effort.

People

Staff

Understand and implement Mind Matters within the curriculum and across the school.

Understand the connection between teaching practice and the growth mindset of students.

Students

Demonstrate an understanding of how and where they can seek wellbeing support.

Understand the link between recognising effort and a growth mindset.

Parents/Carers

Understand that changes to the school recognition scheme have value beyond school.

Leaders

Faces of Elderslie coordinators are conversant with the program guidelines and publication protocols.

Processes

Process 1: People Matter

Enhancement of student and staff wellbeing based on Mind Matters program principles.

Engage in professional learning on Mind Matters.

Mind Matters is embedded into the curriculum and wellbeing practices.

Process 2: Recognising Effort

Revise school recognition scheme to incorporate a community service requirement.

Devise a system to recognise staff effort.

Student effort is promoted within and beyond the classroom.

Evaluation Plan

Internal: Evidence of review and implementation of student recognition/merit scheme to incorporate volunteering. Percentage of staff recognised for "effort". Consistent upload of lesson activities onto the school social media platforms. Students feel connected to the school and know how to seek wellbeing support.

External: Tell Them From Me data

Practices and Products

Practices

Embed Mind Matters practices when supporting staff and students.

Faces of Elderslie program is an integral practice within the school.

Staff recognise the effort of students in each lesson so that a growth mindset is encouraged.

Staff regularly receive recognition of their efforts..

Products

10% improvement in the number of students who report that they are aware of how and where to seek support within the school.

Mind matters underpins a whole school approach to wellbeing.

Faces of Elderslie program initiative is developed and implemented.

50% of staff receive recognition for their effort.

Up to 10% of students are recognised each lesson for their effort.

50% increase in the number of lesson activities published on social media platforms.