

School plan 2018-2020

St Johns Park High School 8531



School background 2018–2020

School vision statement

St Johns Park High School uses its motto “Know First Yourself” and its positive behaviours description “Safe, Respectful Learners” to drive high expectations and a commitment to excellence. All students have the opportunity to reach their personal best, in a school where excellence, innovation and equity are central to all activities. Our school leaders foster a culture high expectations, quality relationships, a passion for lifelong learning and assist students to find a career or future that offers personal satisfaction and success. St Johns Park High School aims to develop the talents and capabilities of all students to equip them socially, emotionally and academically to meet the challenges of a rapidly changing and connected world. Teachers, students, parents and community work together to develop a strong sense of belonging and pride in our school.

School context

St Johns Park High School, founded in 1978 is a proud comprehensive coeducational high school located in South Western Sydney.

The student population is representative of local enrolments, international students and new arrivals. The student body is culturally and linguistically diverse. More than 90% of students come from a language background other than English. Students speak more than forty–one different languages, including Vietnamese (30%), Cantonese (8%), Assyrian (8%) and less than 1% of students are Aboriginal.

The school has a strong reputation as a provider of quality educational services and outcomes for a diverse community. The school is ranked as one of the top performing schools in NSW terms of high value add for students from Years 7–12.

The school offers a broad, relevant and innovative curriculum including VET pathways, Project Based Learning, High Performance program for gifted and talented, Accelerated Mathematics program Years 9–12, specialist EALD and targeted learning support classes. The school provides an after school Homework program and HSC tutorials. The school also has a Special Education Unit with four designated classes supporting students with mild to severe intellectual disability.

Student leadership is explicitly developed through School Representative Council (SRC) and HOUSE programs. We partner with University of Wollongong, Western Sydney University and the Australian Business Community Network (ABCN) through structured mentoring programs in Years 9–12. Student wellbeing is central to the school's success, with personalised approaches to learning, and individual and small group instruction allowing students to feel connected and flourish.

The school has funded the building of a commercial kitchen, an industry standard Metals and Engineering workshop and is continuing to refurbish learning spaces to facilitate innovation and collaboration.

School planning process

In 2017 the school designed and implemented a new strategic plan for 2018–20. The school planning process included gathering qualitative and quantitative data from parents/carers, students, teaching and executive staff. Other sources of evidence and consultation activities included reference to:

- Tell Them From Me Survey
- NAPLAN and HSC Smart data analysis
- School attendance and retention data
- Internal school developed surveys and focus groups of staff, students, parents/carers

The analysis of this internal and external data informed the strategic directions for the school's three year planning cycle, these are; *Wellbeing for student success, Leadership for powerful learning and Leading a culture of innovation.*

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Wellbeing for Student Success

Purpose:

St Johns Park High School is committed to a whole school approach that supports the wellbeing of all students. It is fundamental that students connect, succeed, thrive and learn to face the social and emotional challenges of a changing world. This will enable our students to build mindsets and develop life skills in the areas of resilience, collaboration, tolerance, positive communication and cooperative leadership.

STRATEGIC DIRECTION 2

Leadership for Powerful
Learning

Purpose:

St Johns Park High School drives a leadership culture for powerful student learning and achievement. We recognise creating and maintaining an excellent school to advance the learning of every student involves leadership that is transformational, instructional and distributed across the whole school. Leadership for powerful learning builds knowledge and skills about how to learn and supports students to be the best learners and finest people they can be.

STRATEGIC DIRECTION 3

Leading and Building a culture
of Innovation

Purpose:

St Johns Park High School recognises that innovation in teaching and learning is essential to respond to the needs of 21st century learners. We will build effective partnerships with the wider community to ensure authentic and real world learning for students and teachers. Through this we will be future focussed in the promotion of a learning environment that values creativity, collaboration and innovation. We will integrate new technologies, learning spaces and modes of learning that empowers students for future success.

Strategic Direction 1: Wellbeing for Student Success

Purpose

St Johns Park High School is committed to a whole school approach that supports the wellbeing of all students. It is fundamental that students connect, succeed, thrive and learn to face the social and emotional challenges of a changing world. This will enable our students to build mindsets and develop life skills in the areas of resilience, collaboration, tolerance, positive communication and cooperative leadership.

Improvement Measures

Increase recognition of positive behaviours and students taking responsibility for their learning goals and achievements.

Positive and supportive teaching and learning environment evidenced by a reduction in negative behaviours and suspension rates.

80% of staff using the PB4L strategies, protocols and language in their every day practice.

100% of staff using the reward and recognition system.

People

Students

Understand the core values of safe, respectful learners, engage in the PB4L reward system and build mindsets and life skills in the areas of resilience, collaboration, tolerance, positive communication and cooperative leadership.

Staff

Use best practice in the management and promotion of student wellbeing through the consistent use of PB4L strategies and protocols.

Leaders

Build the capacity of staff to best support the wellbeing needs of all students and focus on processes that support continuous improvement of student and staff wellbeing.

Parents/Carers

Maintain a productive partnership between home and school and reinforce the implementation of PB4L.

Community Partners

Provide opportunities to promote the social, cognitive, emotional, physical and spiritual development of all students by sharing expertise and resources.

Processes

Development and implementation of a reward and recognition system that is closely aligned to schools values and PB4L.

All staff trained to understand and develop growth mindsets within all students, resilience, collaboration, tolerance, positive communication and cooperative leadership.

All staff professionally developed and upskilled in the consistent use of PB4L strategies and protocols.

Evaluation Plan

- Monitoring of Teaching and Learning programs and ensuring integration of PB4L.
- Assessment and analysis of Sentral data.
- Parent, staff and student surveys conducted annually to evaluate level of satisfaction.
- Focus group discussions with representative samples of the school community.
- Follow-up surveys to measure progress against baseline survey data.

Practices and Products

Practices

Teacher's effectively and consistently use the strategies and protocols of PB4L inside and outside the classroom to manage positive and negative behaviours.

Students and teachers co-design presentations and convey information to raise awareness and promote wellbeing programs.

Teachers are explicitly using PB4L strategies in their teaching and learning programs to develop within all students resilience, collaboration, tolerance, positive communication and cooperative leadership.

Products

The PB4L model aligned to The Three Pillars, Code of Conduct, Reward System, Behaviour Expectation Matrix and Level System is established and utilised in whole school approaches to wellbeing.

A whole school PB4L wellbeing program embedded in all learning environments and playground areas to create a positive and supportive teaching and learning environment.

A recognition and reward program is utilised effectively by all staff to promote the values of safe, respectful learners and acknowledge the achievements of all students.

Strategic Direction 2: Leadership for Powerful Learning

Purpose	People	Processes	Practices and Products
<p>St Johns Park High School drives a leadership culture for powerful student learning and achievement. We recognise creating and maintaining an excellent school to advance the learning of every student involves leadership that is transformational, instructional and distributed across the whole school. Leadership for powerful learning builds knowledge and skills about how to learn and supports students to be the best learners and finest people they can be.</p>	<p>Students</p> <p>Students will be supported to be literate, numerate and self-regulated learners through the adoption of consistent learning protocols across the school.</p> <p>Staff</p> <p>Teachers utilise the Curiosity and Powerful Learning framework to create classroom environments for their students that are inquiry-focused, authentic and differentiate for specific learning needs.</p> <p>Leaders</p> <p>Leaders act as change agents to transform pedagogy and embed new ways of teaching supported by whole school systems and structures that result in powerful learning.</p> <p>Community Partners</p> <p>Network with local Fairfield schools participating in Curiosity Powerful Learning program to share best practice for school improvement.</p> <p>Parents/Carers</p> <p>Parents to participate in the school improvement model instigated by Curiosity and Powerful Learning to improve understanding of learning and teaching pedagogy.</p>	<p>Develop and sustain instructional leadership using the CPL Five Phase Implementation framework leading to collaborative and reflective teaching practices.</p> <p>Develop a whole school teams to collect robust data of student learning and evidence of assessment practices to track student progress overtime and inform teaching programs and assessment.</p> <p>Staff trained by Literacy consultant in explicit literacy teaching models and differentiating content to cater for identified individual students and groups to improve literacy results.</p> <p>Numeracy consultant to train facilitators in each KLA in explicit numeracy teaching models and differentiating content to cater for identified individual students and groups to improve numeracy results.</p>	<p>Practices</p> <p>Teachers participate in collaborative groups using inquiry focused teaching and data analysis to reflect on practice to improve student learning and achievements.</p> <p>Teachers use effective and explicit literacy and numeracy practices based on NAPLAN data to improve student outcomes.</p> <p>Teachers embed formative assessment strategies in all Stage 4 programs to provide meaningful feedback to students and differentiate resources and classroom practice.</p> <p>Products</p> <p>Teachers generate reports and narratives about their powerful learning in the classroom to build capacity in the processes of self-reflection and development of professional goals.</p> <p>Adopt consistent learning protocols in all classes to assist students to become confident self-regulated learners through formative strategies and data analysis.</p> <p>Differentiated resources designed and implemented to support targeted literacy and numeracy needs for identified individual students and groups.</p>
Improvement Measures			
100% of staff emphasise inquiry focused teaching			
Increase the proportion of students in the top two Literacy NAPLAN bands by 2019			
Increase the proportion of students in the top two Numeracy NAPLAN bands by 2019			
100% of stage 4 teaching programs embed formative assessment strategies			
85% of students understand and use formative assessment strategies to progress their own learning.			
		<p>Evaluation Plan</p> <ul style="list-style-type: none"> • Literacy NAPLAN data analysis • Numeracy NAPLAN data analysis • CPL School Improvement Pathway framework tool to diagnose current practice and map pathway to excellence • Evidence shared from PDPs 	

Strategic Direction 3: Leading and Building a culture of Innovation

Purpose

St Johns Park High School recognises that innovation in teaching and learning is essential to respond to the needs of 21st century learners. We will build effective partnerships with the wider community to ensure authentic and real world learning for students and teachers. Through this we will be future focussed in the promotion of a learning environment that values creativity, collaboration and innovation. We will integrate new technologies, learning spaces and modes of learning that empowers students for future success.

Improvement Measures

KLAs collaborate to plan and deliver cross curricular Stage 4 teaching and learning programs.

All KLAs across the school use Project Based Learning approaches that partner with an external agency.

All staff to integrate Project Based Learning principles for effective classroom practice.

100% of staff implement emerging teaching and learning technologies.

Modern, future focussed learning spaces cater for all student learning styles and increase student engagement and efficacy.

100% of staff implement cooperative groups and collaboration.

People

Students

Through experiences in the classroom, students increase their capacity in 21st learning skills including creativity, collaboration, critical thinking and communication to develop student agency to solve real world problems.

Staff

Staff through instructional collaboration will develop mastery in innovative teaching practices, emerging technology and pedagogy for flexible learning spaces.

Parents/Carers

Parents to develop an understanding of the importance of 21st century learning skills and encouraged to connect authentic learning opportunities to improve student experience and outcomes.

Community Partners

Our school actively includes community, external partners and business to share expertise with students and teachers. This creates opportunities to provide authentic learning that adds value to teaching and learning.

Leaders

School leaders build a culture that identifies that lifting student learning is a collaborative enterprise and relies on students, teachers and leaders working together. Leaders implement innovative practices through evidence based frameworks.

Processes

Develop learning programs within and across faculty areas that incorporates innovative teaching practices that partners with community agencies.

Develop staff training to implement the effective use of emerging technologies that facilitate student learning.

Staff engage in professional collaboration to develop teaching and learning protocols that optimise the engagement of students in future focussed learning spaces.

Evaluation Plan

- Monitoring of teaching and learning programs to ensure the integration 21st Century learning skills and competencies
- Evaluation of innovative teaching frameworks including – Project Based Learning, STEAM and Creative learning through staff, student and parent surveys and focus groups

Practices and Products

Practices

Explicitly embed 21st Century learning skills and competencies in Stage 4 teaching and learning programs to create meaningful learning experiences for students.

All staff are effectively utilising technology based pedagogies to facilitate high levels of interactivity, collaboration and student engagement.

Staff implement a variety of different pedagogies to cater for different learners working in a diverse learning space.

Products

All KLAs across the school develop authentic teaching and learning programs that incorporate innovative practices using PBL, STEAM and creative learning framework.

Teachers are able to effectively use technology based pedagogies to provide quality instruction and integrate innovation to facilitate learning for all students.

Modern learning spaces are created across the school to facilitate 21st century pedagogies and provide opportunities for teachers and students to collaborate.