School plan 2018-2020

Crestwood High School 8552

School background 2018–2020

School vision statement

The Crestwood High School community aims to develop safe, respectful learners who achieve their potential through a broad range of experiences. Our students become ethically and socially responsible citizens with a sincere sense of tolerance and inclusivity and are prepared to make positive and valuable contributions to our society. Through their love of learning, students at Crestwood High School strive for excellence, welcome challenge and revere achievement. They are resilient, resourceful and equipped with the necessary skills and attitudes to continue learning after secondary education and are capable of meeting life's challenges in their personal, professional and intellectual lives. To achieve this, staff will continually pursue professional learning and training in order to meet the aspirational objectives of the Crestwood High School community. They work in a mutually supportive, respectful and collegial educational environment enriched by the contributions and commitment of parents and the community.

School context

Crestwood High School is situated in the northwest of Sydney in Baulkham Hills. The school has approximately 965 students including a Support Unit of 41 students with 71 teaching staff supported by administrative staff and Student Learning Support Officers. Crestwood High School has one local feeder primary school – Crestwood Public School. The high school draws from surrounding areas such as Bella Vista, Kings Langley, Castle Hill and Seven Hills. Non–local enrolments are through the application of a portfolio and interview only.

Crestwood High School is a 7–12 comprehensive high school catering to the educational needs of a broad range of students. Historically, NAPLAN data indicates that students generally perform above state average in literacy, numeracy and VALID assessment. Students are highly engaged in extra – curricular programs such as sport, competitions, performing arts, debating, public speaking and Duke of Edinburgh.

Positive psychology underpins all practices at Crestwood High School with a deeply embedded Positive Behaviour for Learning (PBL) approach to all structures and learning practices. The contribution of all staff, students and the community is greatly valued building a culture of connectedness.

School planning process

Crestwood High School has undertaken wide consultation to develop the School Plan 2018–2020:

·   Executive and Senior Executive discussion and ongoing logging of ideas through meetings.

·   Alignment with contemporary research including Hattie, Fulham, University of Newcastle (iSTEM).

·   Students participated in TTFM survey. Findings were presented to the students, staff and parents with feedback discussions taking place. These have been utilised in the planning process.

·   Ongoing discussions with the P&C and SRC have provided valuable contribution to the development of school direction and processes to achieve this.

·   Effective and collegial staff meetings have provided staff with the opportunity to productively discuss issues and contribute ideas to pursue a shared vision.

·   All staff worked in groups to discuss progress made over the last three years and where to next over the next three years.

·   The student leaders were also asked to complete the same task as the staff. This was completed at a leadership forum with the Senior Executive.

·   School based surveys were devised in consultation with Macquarie Park personnel (Oliver Best). Two different surveys were issued to teachers and to parents via google forms

·   Draft School Plan 2018–2020 presented for consultation from all stakeholders.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Commitment to quality educational practices and student achievement

STRATEGIC DIRECTION 2
Students pursue excellence in learning in a contemporary and innovative educational environment

STRATEGIC DIRECTION 3
A school community that fosters wellbeing and strengthens resilience through positive relationships and connectedness

Purpose:

To ensure staff engagement in quality educational practices that maximise the learning potential and development of all students. To embed a commitment from all staff to professional development that drives a collective commitment to academic excellence. To continue to develop teacher capacity to understand how their students learn and to meet the needs of all students through deep knowledge and understanding of best practice in differentiation, quality assessment and feedback. This will be achieved by a deliberate focus on the improvement of literacy and numeracy education embedded in stage four and stage five programs.

Purpose:

To enable students to be proactive and responsible learners in contemporary and well resourced learning conditions. To enable teachers to be innovative and creative educational leaders within their classroom maximising academic student achievement. Students will be nurtured to become resilient, self motivated learners building respectful, quality partnerships with teachers and peers in their learning. This will supported by ongoing improvement programs in learning facilities, technology and teachers' capacity to utilise these resources.

Purpose:

To cultivate relationships that enhance the well being of the school community by fostering positive school spirit and developing a culture that encourages and values community contributions. To improve the image and community perception of the school both internally and externally to position Crestwood High School (and Public Education) as the local school of choice.

Strategic Direction 1: Commitment to quality educational practices and student achievement

Purpose

To ensure staff engagement in quality educational practices that maximise the learning potential and development of all students. To embed a commitment from all staff to professional development that drives a collective commitment to academic excellence. To continue to develop teacher capacity to understand how their students learn and to meet the needs of all students through deep knowledge and understanding of best practice in differentiation, quality assessment and feedback. This will be achieved by a deliberate focus on the improvement of literacy and numeracy education embedded in stage four and stage five programs.

Improvement Measures

PL audits indicate that staff have participated in the skill development, planned events and collegial sharing that underpins improved practice.

Teachers are actively engaged in professional discussion and activities demonstrating greater involvement and commitment to strategic thinking

Improved performance of students in formal literacy based assessment (including HSC, NAPLAN). Data indicates value added of individual performance, an increase of students in upper bands and a decrease of students in middle and lower bands.

Strong cross KLA representation of staff willing to assume leadership roles and/or commitment to a whole school team/project.

People

Students

Students develop a deep understanding of how they learn and skills to maximise their own learning potential. Students are highly engaged in their education and embrace both independent and group learning.

Staff

All staff are involved in quality Professional Learning practices that build their capacity to effectively differentiate their teaching practice in response to student learning needs. Staff are collegially supportive in the pursuit of best practice embracing feedback and mentorship. All staff are committed to a culture of academic excellence within their own class room.

Parents/Carers

Parents are supportive and involved in the education of their child through effective use of communication systems (e.g. Sentral Parent portal) and their involvement in various parent programs/seminars such as information evenings, guest speakers and parent surveys.

Community Partners

Learning experiences are provided from those in the community with expertise. The school actively seeks organisations and personnel who can enrich the education of our students to become valued partners in our educational community.

Leaders

The Executive Team work cohesively to lead quality, innovative programs and

Processes

Targeted professional learning will support staff in developing their capacity to:

- deliver innovative and differentiated teaching techniques and the use of technological resources including BYOD, google docs, Edmodo and KLA specific programs.

- improve the literacy and numeracy skills of every student in each class through effective differentiated practices and a deep understanding of learning progressions.

- develop high quality programs and assessment design and the capacity to provide meaningful feedback mentoring each student to effectively use this feedback.

- network with colleagues, personnel with expertise and to commit to building a strong educational community.

The Literacy/Numeracy Team, T4L Team and A4L Team will act as a supportive team of mentors to develop resources, capabilities and practices that will improve student learning and performance. These teams will be formed (and disbanded) as required over the next threes in accordance with annual evaluation and self assessment.

Evaluation Plan

Results in external examinations continue to improve and be above state and SSG schools. Students have a clear idea of what they are trying to learn (learning outcomes), where they are at in their learning, the 'gap' and how to utilise the feedback to close it.

Practices and Products

Practices

All teachers will use data and evidence to inform them of the needs of their students and develop effective strategies to improve individual student performance.

Teachers will deliver personalised learning experiences focusing on quality assessment and feedback. Students are able to identify their strengths and learning goals and apply feedback to improve their academic performance.

Differentiated and personalised learning will be embedded in each class room in an innovative and connected environment. Teachers utilise technology as an effective learning tool for differentiation and self directed learning.

Products

Teacher assume high levels of professional responsibility in the performance of their students and themselves as educators.

All students are highly engaged in their education and and embrace doth independent and groups learning. Every student will appropriately access technology to support their learning through innovative platforms, software and programs.

Students are critical thinkers and problem solvers through their experiences in STEAM, PBL and Future Focused Learning courses.

Strategic Direction 1: Commitment to quality educational practices and student achievement

People

practices within each KLA. Executive staff and Team Leaders will successfully lead their team playing a vital role in achieving milestones.

Processes

All school projects and initiatives will be evaluated by staff and students through regular surveys and focus groups.

Regular gathering of student samples, application of pre–test and post–test practices, analysis of NAPLAN and HSC data to be used to assess progress against the milestones.

Year 7 and Year 8 2018 will be used as focus groups to determine the success of the new stage programs in PBL and Future Focused Learning.

Strategic Direction 2: Students pursue excellence in learning in a contemporary and innovative educational environment

Purpose

To enable students to be proactive and responsible learners in contemporary and well resourced learning conditions. To enable teachers to be innovative and creative educational leaders within their classroom maximising academic student achievement. Students will be nurtured to become resilient, self motivated learners building respectful, quality partnerships with teachers and peers in their learning. This will supported by ongoing improvement programs in learning facilities, technology and teachers' capacity to utilise these resources.

Improvement Measures

100% of students can capably connect to the school network with any approved device. All students included in BYOD program bring a viable device. All class rooms and learning spaces can provide technology needs of the teacher and all students.

Increase in the number of local students from Crestwood Public School select Crestwood High School as their first school of preference including G&T.

Increase in the number of local students attending non feeder primary school selecting Crestwood High School as their first preference for high school.

Improved school facilities and learning environment expressed by students, staff and the community via formal survey and anecdotal communication.

People

Students

Students will learn to think deeply and critically, making relevant connections in order to self–direct their own education and maximise their learning potential.

Staff

All teachers will be actively engaged in building their own capability to deliver engaging, differentiated and connected learning experiences in their lessons. This will be directed by the development of their PDP and aligned with school strategic milestones to improve literacy, numeracy and digital literacy.

Parents/Carers

Increased involvement of parents in their child's education through participation in forums/information events on BYOD, Parent Portal, Parent Teacher evenings..

Staff

The PLT will utilise the PDP of all staff to develop a program of PL events to best support the skill development of teachers in delivering lessons for future focused learning. Head Teachers will mentor and support staff through PDF, faculty leadership and resource management.

Staff

Assessment for Learning Team will lead and subsequently evaluate the new curriculum design embedded with literacy/numeracy perspectives with the implementation of Year 7 PBL, Year Future Focused Learning, Stage 5 STEM and

Processes

All staff will ensure that their PDP will incorporate PL needs to strengthen their capacity to engage students in future focused learning. PDPs will inform the PLT of internal and external training required to build capacity of staff in BYOD program and differentiated delivery to extend students in their learning.

T4L team will monitor BYOD practices in the school and incorporate this into future planning. Head Teachers will monitor the teaching practices within their own KLA and the growth of students in their subject area.

T4L team will conduct ongoing audits of current equipment/facility status and practices in the school. This information will guide the progression and direction of development of technology and learning spaces infrastructure that will support students in their learning and teachers in best practice.

Parents and community members are readily involved in processes and initiatives required for school improvement such as Google forms parent survey. Reliable communication systems involve and inform the school community of the processes, results and future directions.

Evaluation Plan

Ongoing evaluation of developments and projects through regular team and Executive meetings.

Custom designed surveys using Google forms will be used to evaluate the efficiency and use of technology and newly developed facilities.

Practices and Products

Practices

Parents support BYOD by providing their child with appropriate equipment and attend related forums. Students will use an approved device at appropriate times to enhance learning efficiency building the skills of students to reflect the technological world we live in.

Staff will incorporate the appropriate and meaningful use of technology to enrich teaching and learning and support a personalised learning environment.

Staff will utilise innovative learning spaces and technology to deliver quality lessons that maximises student engagement and support curriculum design embedded with literacy and numeracy perspectives.

Products

Development of a strategic plan for improvement of facilities, resources and school image. Bi annual evaluation of school resources and facilities using custom designed Google forms survey tool. This information will guide future planning and development in consultation with all stakeholders.

All KLA programs embed innovative and meaningful technology for learning opportunities and support personalised learning. All KLA programs build literacy and numeracy skills of all students through rich tasks and quality assessment design..

The school's assets and infrastructure support best practice and future focused learning to maximise student engagement and add value to the learning for all students.

Strategic Direction 2: Students pursue excellence in learning in a contemporary and innovative educational environment

People

Philosophy elective course.

Community Partners

Strengthen community partnerships at Crestwood Public School, Norwest Business Park and Macquarie University to support innovative learning programs.

Processes

Focus groups are consulted to give feedback with targeted consultation with SRC and student leaders.

Strategic Direction 3: A school community that fosters wellbeing and strengthens resilience through positive relationships and connectedness

Purpose

To cultivate relationships that enhance the well being of the school community by fostering positive school spirit and developing a culture that encourages and values community contributions. To improve the image and community perception of the school both internally and externally to position Crestwood High School (and Public Education) as the local school of choice.

Improvement Measures

Ongoing analysis indicates student engagement in social life through specific attendance data and involvement in specialised programs, individual subjects and extra–curricular initiatives.

Increased number of community members involved in school programs. Increased number of programs in school that facilitate community involvement at Crestwood High School.

Analysis of data regarding the percentage of students involved in community programs and events. These are recorded through Sentral by the organising teacher which will then provide specific and direct data.

People

Students

Students embrace the opportunity to be involved in a broad range of curricular and extra– curricular events and programs that enrich their education and promote growth and inclusion in a caring learning community. Subsequently, students build strong connections with peers, staff and the community that result in a strong sense of school and community spirit.

Staff

Staff provide a broad range of curricular and extra–curricula programs according to their expertise and interest that is responsive to student and community need. Staff implement these programs with a strong sense focus on school and community spirit.

Capabilities of those leading curricular and extra–curricular community focused programs are strengthened through experience and mentoring. Staff leading these programs will demonstrate refined communication, organisational and problem solving skills. to ensure the success of the program.

Parents/Carers

Parents actively support the school's extra curricula activities and events and value the importance of volunteering, mentoring and celebration success.

Community Partners

Community partners actively support curricular and extra–curricular programs and events through volunteering expertise,

Processes

All Key Learning Areas will include a community based program/initiative that enriches learning outcomes in the KLA. Students will have the opportunity to achieve some learning outcomes aligned with syllabus requirements through the community based program/initiative.

Staff with specific experience and/ commitment will be encouraged and supported to drive community based curricular and extra–curricular programs. Staff will be encouraged to be involved in community based programs to widen staff involvement and to support successional planning.

Community members and groups with specific expertise and facilities are encouraged to contribute to curricular and extra–curricular programs/initiatives. Opportunities to be involved in these programs are clearly communicated to all stakeholders including students, staff and parents.

Achievements of these programs are appropriately acknowledged and celebrated as a school community.

Evaluation Plan

Students involved in these programs and initiatives will be recorded in Sentral so that achievements can be acknowledged through the school reporting system and celebrated through the school merit system.

Evaluation of the program or initiative is conducted by the supervisor or the team gathering feedback on student involvement, learning outcomes and effect

Practices and Products

Practices

Students demonstrate an enthusiastic approach to all aspects of school life making a conscious choice to embrace the opportunities offered by the school and community.

The whole school community demonstrate a strong sense of school spirit, nurturing attachment to school values and fostering a genuine sense of belonging. The school community work collaboratively as mutual stakeholders to ensure the development of our students as citizens of our local and wider community.

Students take responsibilty for and pride in their local community leading to active contributions to a safe, inclusive and supportive environment.

Products

A school community that encourages students to go beyond their learning potential in the pursuit of excellence underpinned by by the values of well being, school and community spirit.

Students are confident, independent learners with the capacity to extend their learning beyond the school and thrive in both within the school and beyond in the wider community.

Strategic Direction 3: A school community that fosters wellbeing and strengthens resilience through positive relationships and connectedness

People
mentoring and sponsorship.

Processes
on school spirit.

Crestwood High School 8552 (2018-2020)