

School plan 2018-2020

Hawkesbury High School 8565



School background 2018–2020

School vision statement

Hawkesbury High School aims to be a supportive and safe learning environment that is underpinned by strong and consistent whole school systems and practices. Teachers know and apply best pedagogical practice that enables staff and students to grow and succeed. The school community respects HHS as a valued partner that equips young people to become world ready and positive contributors to the society in which they live.

School context

Hawkesbury High School is located approximately 70 km North West of the Sydney CBD, on the outer edge of the Sydney Basin. The school is surrounded by Cumberland Plain Forest in a semi-rural setting. The current enrolment is 430 students including 10% Aboriginal students. We have 42 teaching staff and 7 ancillary and support staff.

The school has excellent facilities with up-to-date technology in all faculties, an Agricultural Farm, Drama Performance space, multi-purpose hall and Trade Training Facilities for teaching Hospitality and Metals and Engineering.

The school provides a wide variety of co-curricular and extra-curricular opportunities, available to students. Key initiatives include: Rural Fire Cadets, Agricultural Show Teams, Equestrian Sports, Knock-out teams, Duke of Edinburgh Awards Scheme, Australian Business Week, Tournament of Minds, Public Speaking, Science and Maths Competitions, Premier's Reading Challenge and Creative and Performing Arts initiatives.

The school provides excellent professional learning experiences for staff with a focus on Quality Teaching and Learning. In 2014, the school launched Positive Behaviour for Learning which emphasises our core values of Safe, Team-Player, Achiever and Respectful (STAR).

School planning process

Consultation involved meetings with all staff, students, parents and the Aboriginal Education Consultative Group. This consultative process led to the collaborative development of the school's mission statement and the three Strategic Directions.

Planning days included collaboration between school principals from the Hawkesbury Learning Community which resulted in all schools adopting a shared strategic direction focusing on Strong Community Connection.

Through further consultation and planning, the strategic direction leaders and teams were established for further analysis of data and to develop the 3 year plan. This included the development of the 5Ps (Purpose, People, Processes, Practices and Products).

Data which has informed the plan included: SMART data (NAPLAN, ESSA, RoSA & HSC), HSC Results Analysis Package (RAP), the Tell Them From Me suite of surveys, Faculty reviews, Literacy & Numeracy Continuums, Attendance data, Suspension Data, Sentral data, Department of Education Communications team audit, Professional Learning, Positive Behaviour for Learning, Student destination surveys, N- Award Warnings and Business Intelligence Systems.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Wellbeing and Engagement

Purpose:

To build teaching and learning environments that enable the development of healthy, happy, successful and productive individuals. Expectations of student behaviour, attendance and wellbeing are explicitly taught and clearly communicated to the school community, including staff, students and parents. The school supports students to meet these expectations through clear school policies and procedures and consistent practices that actively involve the broader school community in a school narrative focussed on excellence and success.

STRATEGIC DIRECTION 2

Teaching and Learning

Purpose:

To develop staff capacity to implement evidence-based practices to help improve student performance. All teaching staff have knowledge and understanding of effective evidence-based practices, including curriculum differentiation, -explicit teaching, formative assessment and feedback, consistency of judgement, disciplined learning environments, positive teacher-student relationships and collaborative practices that enhance professional learning and development.

STRATEGIC DIRECTION 3

Community Partnerships

Purpose:

To strengthen community partnerships and build connections with parents, community and DoE services to enhance learning, wellbeing and engagement opportunities for all students. The school builds partnerships with families and the broader school community by connecting learning at home and school, building a community identity, recognising and valuing the role of the family, engaging in consultative decision-making, and encouraging collaboration and participation with the school and a range of community services and agencies.

Strategic Direction 1: Wellbeing and Engagement

Purpose

To build teaching and learning environments that enable the development of healthy, happy, successful and productive individuals. Expectations of student behaviour, attendance and wellbeing are explicitly taught and clearly communicated to the school community, including staff, students and parents. The school supports students to meet these expectations through clear school policies and procedures and consistent practices that actively involve the broader school community in a school narrative focussed on excellence and success.

Improvement Measures

At least 80% of staff report improved knowledge and understanding of school expectations of student behaviour, attendance and wellbeing.

An increase in student attendance, including the attendance of Aboriginal students, to match or exceed statistically similar schools using 2017 attendance data as a baseline.

100% of learning spaces include visible displays of student expectations.

All faculties apply consistent whole school procedures for managing student behaviour, attendance and wellbeing.

A 30% decline in minor and major discipline incidents and a 30% reduction in short and long suspensions compared to 2017 baseline data.

People

Students

Students develop knowledge and understanding of school and community expectations of behaviour and attendance and build social and emotional learning skills, self-management skills, social awareness, relationship skills and strategies for responsible decision-making.

Staff

Staff develop knowledge and understanding of school behaviour, attendance and wellbeing policies and procedures. Procedures for implementing, monitoring and evaluating these policies are embedded in whole school, faculty and classroom systems and processes to ensure consistent practice by all staff.

Leaders

School leaders facilitate systems and processes for collecting data and evidence to inform universal, targeted and intensive prevention and intervention strategies to cater for student and staff support needs. School leaders embed consistent systems and processes across whole school, faculty and classroom practices.

Parents/Carers

Parents, including parents and families of Aboriginal students, are provided with opportunities to participate in all aspects of consultation, development, implementation and evaluation of school policies and procedures. Universal prevention, targeted intervention and intensive case

Processes

Behaviour, attendance and student wellbeing policies and procedures are explicitly taught to all students and staff, and they are readily available to parents and the broader school community.

Behaviour, attendance and wellbeing data aligns with the school's rules and expectations and is regularly monitored and analysed to identify explicit intervention and prevention strategies.

School expectations are clearly displayed and reinforced through verbal, written and visual cues in all settings and the school's recognition system is aligned to school expectations to explicitly reward students who meet behaviour, attendance and wellbeing expectations.

Evaluation Plan

Progress towards achieving improvement measures will be evaluated through qualitative and quantitative data that measures and monitors student behaviour, attendance and wellbeing. The school will conduct: staff and student forums; staff, student and parent surveys; analyse behaviour, attendance and wellbeing data; conduct parent, staff and student surveys, including TTFM surveys. All policies and progress towards achieving our goals will be reviewed annually in response to evidence collected through data gathering processes.

Practices and Products

Practices

- Every teacher consistently applies school behaviour, attendance and wellbeing policies and procedures.
- Every teacher makes functional data records that facilitate the monitoring of student behaviour, attendance and wellbeing.
- Every teacher consistently reinforces behaviour, attendance and wellbeing expectations through explicit instruction and written, visual and verbal cues in all settings.
- Expectations of student behaviour, attendance and wellbeing are explicitly taught, recognised and modelled by all staff.
- The school community, including Aboriginal parents and families, is regularly updated and engaged in the consultation, implementation and evaluation of the school's behaviour, attendance and wellbeing policies and procedures.

Products

- The school has explicit and consistently implemented discipline, attendance and wellbeing policies and procedures.
- The school has explicit systems and processes for recording, monitoring and analysing behaviour, attendance and wellbeing data.
- The school aligns universal prevention, targeted intervention and intensive case management programs and practices with school discipline, attendance and wellbeing policies and procedures.

Strategic Direction 1: Wellbeing and Engagement

People

management strategies include parental involvement, engagement and participation.

Community Partners

The school engages the expertise of existing and new community partners, including the AECG, to support the development, implementation and evaluation of programs and strategies that support student behaviour, attendance and wellbeing.

Practices and Products

- The school embeds whole school discipline, attendance and wellbeing policies and procedures in all faculty and classroom practices.
- Student expectations of behaviour, attendance and wellbeing are explicitly taught and reinforced through visible cues in all settings.

Strategic Direction 2: Teaching and Learning

Purpose

To develop staff capacity to implement evidence-based practices to help improve student performance. All teaching staff have knowledge and understanding of effective evidence-based practices, including curriculum differentiation, -explicit teaching, formative assessment and feedback, consistency of judgement, disciplined learning environments, positive teacher-student relationships and collaborative practices that enhance professional learning and development.

Improvement Measures

Increased percentage of Year 9 students performing at Band 8 in NAPLAN.

100% of teachers report increased knowledge and understanding of evidence-based teaching and learning

All faculties include formative assessment and feedback practices, with a 50% reduction in summative assessment tasks.

A 25% growth in value added performance for students completing the HSC compared to their performance in Year 9 NAPLAN results, using 2018 Year 9 NAPLAN results as a baseline.

People

Students

Students can articulate their learning goals through measurable capabilities that clearly identify their place and progression on the learning continuum. Students can clearly identify and describe knowledge, skills and strategies that will enable them to progress and achieve their learning goals.

Staff

Teaching staff consistently implement effective evidence-based teaching and learning practices: formative feedback and assessment, explicit teaching, use of data to inform practice, high expectations, classroom management and collaboration. Teaching practice and program effectiveness is measured through student assessment and learning data which is continually collected and evaluated as part of established and consistent practices by all teachers.

Leaders

School and faculty leaders will collaborate to implement consistent, whole school evidence-based teaching and learning practices that are explicitly embedded in every KLA.

Parents/Carers

Parents are engaged to support student learning at home through feedback on what their children can and can't do, and explicit strategies on what they need to know and do to improve and achieve their learning goals.

Processes

Teachers develop knowledge and understanding of achievement standards to inform consistency of judgement and improve understanding of the learning continuum across all stages of learning.

Teachers evaluate teaching programs and practices, assessment, student feedback and report comments to identify improvement goals and align them with best evidence-based practice, including collection and analysis of learning evidence and data.

Staff develop knowledge and understanding of effective feedback tools and strategies, including the use of ICT tools and annotated work samples.

Evaluation Plan

The school collects both qualitative and quantitative data to measure progress and monitor student performance. Teachers collect and analyse learning data, and conduct staff and student forums and surveys to gauge level of knowledge and understanding of best evidence-based teaching and learning practices. Progress is reviewed annually in response to evidence collected through learning data gathering processes, including external and internal assessment data.

Practices and Products

Practices

Evidence-based teaching and learning practices are explicitly embedded in every KLA's procedures, teaching programs, assessment, feedback and reports.

Teaching programs are collectively evaluated and their effectiveness is measured through established criteria which include assessment and student growth data.

Student assessment is formative and is used to monitor learning progress over time and as a tool that measures student performance and achievement through a wide range of learning activities.

Student feedback is ongoing and it clearly identifies what students can and can't do, with improvement strategies explicitly aligned to progressions on the learning continuum.

Every teacher collects, analyses and evaluates a range of learning evidence and data to inform their teaching practice and to identify and support the learning needs of all students.

Products

- All teaching staff engage in the Visible Learning professional learning program to develop knowledge and understanding of evidence-based teaching practices.
- Every faculty develops standard-referenced performance descriptors for all courses in years 7-12 that clearly identify and define learning progressions.

Strategic Direction 2: Teaching and Learning

Practices and Products

- Assessment schedules show an increase in the number of progressive, formative tasks and a reduction in summative tasks.
- Students have access to annotated work samples that clearly identify key skills and processes associated with different levels of achievement that are linked to learning progressions.
- Teachers provide students with formative feedback that clearly identifies what students can and can't do, what they need to do and know to improve, and explicit strategies on how to achieve their learning goals.
- Teachers are confident in the use and analysis of a range of learning evidence and data which is used to make adjustments to teaching strategies, assessment and student feedback.

Strategic Direction 3: Community Partnerships

Purpose

To strengthen community partnerships and build connections with parents, community and DoE services to enhance learning, wellbeing and engagement opportunities for all students. The school builds partnerships with families and the broader school community by connecting learning at home and school, building a community identity, recognising and valuing the role of the family, engaging in consultative decision-making, and encouraging collaboration and participation with the school and a range of community services

Improvement Measures

An increase in the number of parents, including parents and families of Aboriginal students, who are consulted, engaged and involved in the development, implementation and evaluation of school policies and procedures.

Increased parent attendance and participation, including parents and families of Aboriginal students, in information nights, parent teacher nights, and school programs, events and initiatives such as sports carnivals, excursions, assemblies and student performances.

Involvement of all parents of identified students, including parents and families of Aboriginal students, in the development, implementation and evaluation of learning, behaviour, career and attendance plans.

Increase in the number of community members accessing the school's website, social media sites and school information through a parent portal and a mobile school app.

People

Students

Students value and actively seek parental and community organisations and services support to improve and enhance learning and school engagement outcomes. Students have knowledge and understanding of how key school partnerships can help them achieve their learning, personal development and career goals.

Staff

Staff develop strong and trusting relationships with parents and families, including parents and families of Aboriginal students, and community organisations and service providers to support the learning and engagement outcomes for all students.

Leaders

School leaders collaboratively develop and implement whole school practices that include a coordinated approach to working with and engaging with parents, including parents and families of Aboriginal students, and community organisations and service providers, including DoE School Services.

Parents/Carers

Parents, including parents and families of Aboriginal students, are actively engaged in the education of their children. They support the school's programs and initiatives and they are active partners who are regularly consulted and given opportunities to participate in school life.

Community Partners

Processes

The school develops a Community Engagement and Communication Strategy to improve communication, engage parents and nurture connections and relationships with community service providers and organisations.

The school evaluates existing policies and procedures to ensure that they explicitly include processes for consultation, engagement, collaboration and involvement by parents, including parents and families of Aboriginal students, and community organisations and partners.

Staff engage in professional learning that promotes consistent best practice for communicating and engaging with parents, including parents and families of Aboriginal students, and the broader school community.

Evaluation Plan

Progress towards building and improving community partnerships is measured through parent and community satisfaction surveys, analysis of the school's website traffic and school app and parent portal usage data, parental and family participation in school events, and the effectiveness of learning, behaviour, career and attendance plans which directly involve parent, family and community engagement and support.

Practices and Products

Practices

Families and community members are active contributors to school decision making and planning processes.

The school maintains effective two-way communication with families and uses a range of strategies to regularly seek and share information about students' learning and achievements.

Families and the school share responsibility for student learning and wellbeing and they work together to create positive attitudes to learning, develop shared understanding of how children learn and collaborate on programs and initiatives that build on parents' capacity to support learning at home.

The school builds and maintains relationships with government and non-government agencies, community groups, businesses and other service providers to enhance learning opportunities and outcomes for students and parents.

Families and community members contribute to the life of the school in ways that reflect their interests, skills, experiences and capacity.

Products

- School policies and procedures explicitly recognise the role of parents and families, including parents and families of Aboriginal students, and clearly identify how parents and families can support the school to achieve best outcomes for all students.
- The school uses a range of online services, including social media, the

Strategic Direction 3: Community Partnerships

Improvement Measures

Involvement of community services and organisations, DoE School Services, local businesses and tertiary institutions in the development, implementation and evaluation of school initiatives and programs.

People

Community partners and organisations such as HCOS, DoE School Services, NSW Police, local businesses and tertiary institutions such as UWS, play a key role in supporting students to achieve their learning, personal development and career goals.

Practices and Products

school's website, a dedicated school mobile app, and a parent portal to share information and improve communication with parents and the school community.

- Parents and the community are consulted, engaged and involved in the development of school policies and procedures, including the evaluation of strategic initiatives.
- Parents and community members are actively involved in supporting the delivery of learning, engagement and wellbeing initiatives.
- Staff participate in professional learning activities on how to conduct phone and face to face interviews, how to communicate concerns, and how to engage parents in productive and respectful relationships.