

School plan 2018-2020

Ambarvale High School 8570



School background 2018–2020

School vision statement

To prepare students to flourish and thrive now, and in a dynamic future society, and to do so as well–rounded, successful and happy citizens.

To achieve this, we will maximise learning outcomes in unique and personal ways and ensure students are always the centre and focus of what we do. To this end, we are committed to unique and innovative professional learning that will empower teachers to develop evidence and research informed expertise in curriculum, pedagogy and wellbeing, and explore the full breadth of their professional impact.

School context

Our school is located in Rosemeadow on the southern tip of the Campbelltown area and is part of the Campbelltown network of schools.

We currently have 773 students, which includes 72 students in our Support Unit. 29% of students identify as coming from a non–English speaking background and 9.4% identify as Aboriginal or Torres Strait Islander.

We have approximately 65 teaching staff, including an Executive Leadership Team made up of 14 leaders (11 Head Teachers, two Deputy Principals, one Principal).

We also have approximately 25 non–teaching staff and a number of para–professionals contracted to support our school, including technology support personnel, Student Support Officer, Speech Therapist and Pacific Island Youth Worker.

Our school is characterised by deep engagement with the community, including the educational community (partner schools, TAFE and universities), Government and non–Government agencies and businesses.

School planning process

The school planning process was undertaken during terms 3 and 4 of 2017, and was informed by the data, evidence and recorded progress from the preceding school plan. Key stakeholders were invited to contribute to our vision for our school and the subsequent three year plan. These included; whole staff, the Executive team, parents and community, student leaders and the local Aboriginal Education Consultative group. Strategies used to gather, condense and formulate feedback and desired projections involved reflective tasks and brainstorming activities, synthesis of like results and directions, and a multi–step collaborative drafting process to identify strategic directions.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Building Great People

Purpose:

Our purpose is to build great people so that they are prepared and skilled to reach their potential across the various domains of a meaningful life. To this end we will focus on building a school in which everyone is positioned and encouraged to flourish and thrive, is immersed in leadership development opportunities, in an environment that explicitly develops and supports positive behaviours.



**STRATEGIC
DIRECTION 2**
Building Great Learners

Purpose:

Our purpose is to build great learners so that students and staff maximise their learning potential. To this end we will continue our fascination with and passion for innovative and future-focused pedagogies and programs, with a specific focus on teacher expertise of effective delivery skills, and within a whole school culture of collaboration.



**STRATEGIC
DIRECTION 3**
Building Great Results

Purpose:

Our purpose is to build great results so that students exit the secondary school experience with maximised learning and development outcomes. To this end we will focus on high impact strategies to ensure maximised growth in external academic benchmarks, high impact feedback and reporting and an emerging focus on metacognition.

Strategic Direction 1: Building Great People

Purpose

Our purpose is to build great people so that they are prepared and skilled to reach their potential across the various domains of a meaningful life. To this end we will focus on building a school in which everyone is positioned and encouraged to flourish and thrive, is immersed in leadership development opportunities, in an environment that explicitly develops and supports positive behaviours.

Improvement Measures

- Formal incremental student leadership program.
- Quality succession planning program.
- DoE recognised *level 1* PB4L school.
- Conceptual and applied framework of positive psychology for wellbeing, resulting in increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

People

Students

Our school recognises that our students learn much more than mandatory curriculum at school. It is our goal to ensure students develop in the wellbeing framework to be their best self, with a focus on positive behaviours, leadership opportunities and the skills to lead a happy and meaningful life.

Staff

To ensure staff are well equipped to deliver and model the learning within this strategic direction, staff will be involved in professional learning to both deliver this teaching to students, but also to build their own leadership and wellbeing.

Parents/Carers

Parents and carers will be well and regularly informed about programs and learning in the wellbeing framework, including leadership and positive behaviours for success.

Processes

A focus on **contextual leadership** across the school.

Leaders and teams will work to enhance leadership learning opportunities across the school with a focus on further developing student leadership spaces and accession planning and skill development for formal staff leadership positions.

A focus on **Positive Behaviour** to maximise learning and success.

Leaders and teams will continue to grow our school's commitment to, and culture of, positive behaviour; with a focus on re-enhanced PB4L and other structures to support teacher expertise and student success in positive behaviour as a tool to maximise learning and inclusion.

A focus on our **capacity to thrive and flourish**.

Leaders and teams will introduce and develop a deep understanding of positive psychology across the school community, along with strategies and initiatives to embed positive psychology practices into our organisation.

Evaluation Plan

Map and track leadership opportunities, students numbers involved and outcomes.

Seek systems support and feedback in terms of PB4L efficacy.

Map and track rollout of community learning about Positive Psychology.

Practices and Products

Practices

Enhanced student leadership activities.

A capacity building culture to enhance staff leadership.

Whole school commitment to consistent positive behaviour management.

staff and student engagement with and learning about positive psychology to enhance wellbeing.

Products

Formal incremental student leadership program.

Quality succession planning program.

DoE recognised *level 1* PB4L school.

Conceptual and applied framework of positive psychology for wellbeing, resulting in increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Strategic Direction 2: Building Great Learners

Purpose

Our purpose is to build great learners so that students and staff maximise their learning potential. To this end we will continue our fascination with and passion for innovative and future-focused pedagogies and programs, with a specific focus on teacher expertise of effective delivery skills, and within a whole school culture of collaboration.

Improvement Measures

- future-focused learning program embedded into each stage.
- enhanced school culture of research and evidence-based collaboration practices.
- In NAPLAN, measurable improvements in the percentage of students in the top bands for all students and the overall band performance of Aboriginal students, in line with Premier Priorities.

People

Students

Our students will be immersed in learning opportunities that reflect the most current research-based and evidenced teaching practice to maximise their learning outcomes and enjoyment.

Staff

Our staff will be immersed in learning opportunities that reflect the most current research-based and evidenced teaching practice to maximise their learning outcomes and enjoyment.

Community Partners

We will actively seek authentic learning partnerships and community and industry expertise to further enhance our learning.

Processes

A focus on our **Innovative learning** programs.

Leaders and teams will continue to build and broaden our commitment to innovative pedagogies and our skills to respond to feedback and data to refine our practice.

A focus on **teacher expertise** for effective delivery skills.

Leaders and teams will focus on where our teaching expertise is located to ensure all students are advantaged by shared teacher practice. Areas of teaching practice that are either new, or for which we require expertise will be identified for rigorous teacher learning and implementation.

A focus on our **collaboration for learning**.

Leaders and teams will create many and varied opportunities, both formal and informal, for teachers to build their knowledge and practice through deep professional collaboration..

Evaluation Plan

Measure our efficacy and impact to accumulatively embed innovative learning across each secondary stage.

Measure and report on self identified teacher expertise in addition to student and community perception of teacher expertise.

Map and track opportunities for teacher collaboration for learning and seek teacher perceived feedback

Practices and Products

Practices

increased proportion of students and teachers engaged in an innovative learning program.

increased proportion of teachers with an enhanced and targeted repertoire of delivery skills.

increased proportion of teachers engaged in regular collaboration opportunities.

Products

future-focused learning program embedded into each stage.

annual learning conference.

enhanced school culture of research and evidence based collaboration practices.

In NAPLAN, measurable improvements in the percentage of students in the top bands for all students and the overall band performance of Aboriginal students, in line with Premier Priorities.

Strategic Direction 3: Building Great Results

Purpose

Our purpose is to build great results so that students exit the secondary school experience with maximised learning and development outcomes. To this end we will focus on high impact strategies to ensure maximised growth in external academic benchmarks, high impact feedback and reporting and an emerging focus on metacognition.

Improvement Measures

- Increased number of teachers accredited at HA and LD professional standards
- Increased proportion of all students (and proportion of indigenous students) in the top two NAPLAN bands for Reading and Numeracy
- Maintain or improve value added year 9 NAPLAN to HSC

People

Students

Our students will maximise their learning results through an emphasis on self directed learning and quality feedback to improve performance. Learning opportunities will be precise and individualised as a result of our tracking and mapping of student development against continuums and benchmarks.

Staff

Our staff will engage in professional learning and practice opportunities to build their capacity to interpret and use student learning data and feedback and metacognition techniques to maximise learning impact.

Parents/Carers

Parents will receive reports that extend beyond mandated curriculum outcomes to include other learning skills and wellbeing information.

Processes

A focus on student **academic growth** against external continuums and benchmarks. Leaders and teams will work to understanding academic growth data to inform and track future performance, with a view to maximise student potential.

A focus on high impact **feedback and reporting**. Leaders and teams will work to build on previous staff learning on feedback as a component of the learning cycle. Further enhancements to our reporting strategies will be implemented to reflect best and innovative practice.

A focus on enhanced **self-directed learning**. Leaders and teams will work to enhance staff's research-based understanding of self-directed learning to implement a range of strategies to grow our students. Our focus will be on students' metacognition and organisation.

Evaluation Plan

Map and track staff skills to utilize SCOUT to understand academic growth and implications, and subsequent actions, for improvement. Map and track initiatives for staff learning for feedback and reporting. Seek student and parent feedback on the impact of enhanced feedback and reporting. Map and track initiatives and opportunities for self-directed learning. Seek student and teacher feedback and evidence of impact and efficacy.

Practices and Products

Practices

Students learning needs are known, valued, planned for and acted upon.

Increased proportion of teachers understand and engage with the most recent research and evidence about the role of feedback in the learning cycle.

increased proportion of staff have a deep understanding of the teaching standards and their application in quality teaching practice.

Products

Increased proportion of all students (and proportion of indigenous students) in the top two NAPLAN bands for Reading and Numeracy.

Maintain or improve value added year 9 NAPLAN to HSC.

Increased number of teachers accredited at HA and LD professional standards.