School plan 2018-2020
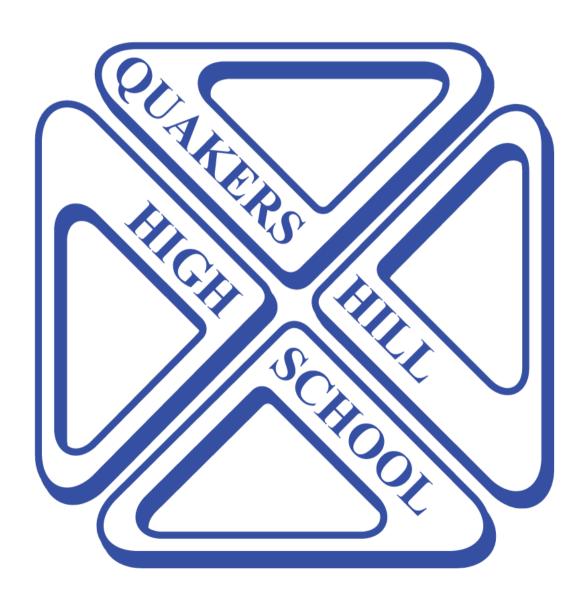
Quakers Hill High School 8594

School vision statement

QHHS meets the educational and welfare needs of students in a Stage 4/5 environment, encouraging all students to become lifelong learners and active, connected citizens. The school provides a diverse and comprehensive curriculum responsive to the needs and aspirations of students with a focus on teaching and learning and teacher quality. We are committed to embedding literacy, numeracy and technology into all aspects of professional practice. We develop the 'whole child' via our focus on sport, physical activity, creative and performing arts and student leadership. Tailoring the curriculum to meet student needs is a priority with a focus on Gifted and Talented initiatives. We facilitate seamless transitions into and out of Quakers Hill HS via strong links to partner primary schools and Wyndham College.

School context

Quakers Hill HS is a public co–educational 7–10 high school situated in the north–west of Sydney. The school has 1041 students and is one of the largest 7–10 campuses in NSW. It is one of four schools forming the Nirimba Collegiate Group with over 74 teaching staff and 15 support staff. Quakers Hill HS has a vibrant and enthusiastic staff who work collaboratively with the school community to provide a quality learning environment. The student population comprises 37% from a language background other than English with over 50 Indigenous students. A Support Unit which comprises of 2 ASD classes and 2 mulitcategorical classes are an integral element of our school community.

School planning process

2015 – 2017

Collection and triangulation of survey data from staff, students and parents.

Student focus group discussions

Ongoing evaluation of school and mapping of systems, processes, policies and procedures against the 14 elements of the School Excellence Framework

2018 – 2020FEB 2017 :

P & C Consultation on the School Vision Statement.MARCH 2017: School Vision Statement presented to Executive in small group discussion for planning

Executive/2IC Planning Session on 5P's for planning

Executive/2IC Planning Session on major initiatives and projects under each Strategic Direction

Milestone Development and Backward Mapping

School Vision Statement faculty focus

APRIL: School Vision Published for community comment

MAY: Extended Executive – Mapping out our Milestones

All Executive staff and 2IC's self– allocated to a Strategic Direction.

T3 SDD: 5P's for planning and staff input on directions

T4: Extended Executive on developing effective Improvement Measures

T4 : SD1 presented to P and C

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Life Long Learners, Connected Citizens

Purpose:

To provide a diverse and comprehensive future focused curriculum responsive to the needs and aspirations of students within a well–resourced environment where all learning is underpinned by the development of critical literacy, numeracy and technology skills with a focus on continuously improving performance.

STRATEGIC DIRECTION 2
Collective Purpose, Productive Pedagogies

Purpose:

To inspire each staff member to engage in actively building their mastery of teaching through closer professionalreflection with a particular focus on the Professional Standards as a reference point for whole school reflection. For all staff to have the highest expectations of themselves and the students that we teach.

STRATEGIC DIRECTION 3
Strong Partnerships, Community Commitment

Purpose:

To build stronger relationships within our immediate and wider educational community by fostering and maintaining sustainable links that are focused on collaboration, communication, excellence and the overall improvement of student learning outcomes.

Strategic Direction 1: Life Long Learners, Connected Citizens

Purpose

To provide a diverse and comprehensive future focused curriculum responsive to the needs and aspirations of students within a well–resourced environment where all learning is underpinned by the development of critical literacy, numeracy and technology skills with a focus on continuously improving performance.

Improvement Measures

- The QHHS 21st Century 12 Transferrable Skills are explicit in all teaching and learning programs.

- Problem solving skills embedded in all KLA's with increased opportunities for inquiry–based learning

- 80% students achieving 'at expected growth or above' in NAPLAN performance in reading/numeracy (2019)

People

Students

Students will engage in teaching and learning programs that are responsive to individual student needs and interests whilst addressing community and workplace identified areas of importance including critical thinking, productive communication, collaborative learning and problem solving.

Staff

Staff will know, and endeavour to understand each student as a learner and to care about each student as an individual. Staff will build expertise together as we take collective responsibility for student learning, student wellbeing and the embodiment of school ideals as demonstrated through the QHHS SMART expectations.

Parents/Carers

To develop parents' and carers' understanding of school programs and directions through increased sharing of the data that underpins school decision making. To build on collaboration between school and home with a focus on eliciting and addressing parent feedback.

Community Partners

To strengthen existing relationships with community partners and cultivate new links through community based programs.

Leaders

To model, guide and support the development and implementation of all

Processes

Needs Based/Responsive Curriculum

- Year 7 Future Focused Learning Course

- Cross–KLA integrated units from Years 7 – 9

- Focus on problem solving skills in all KLA's with increased opportunities for inquiry–based learning

- Investigation of re–organisation of period structure to provide opportunities for deeper learning

- Increased range of subject choices tailored to student interest and engagement

- Literacy/ Numeracy/ SMART expectations roll call lessons to explicitly

- Maintain focus writing through TEEL/ALARM

- Assessment as learning, goal setting, report reflection and peer feedback

- High Challenge/ High Support Frameworks

- Second stage implementation of Newman's Error Analysis

- Success Criteria and Success for Learning

- Research 'I can statements' in Literacy/

Practices and Products

Practices

Staff increasingly demonstrate project based learning approaches in cross KLA collaboration and within their own KLA.

Students increasingly able to individually or collaboratively conceive, design, develop and negotiate project, critically evaluate, communicate and promote their findings.

High quality teaching and learning experiences through evidence –based differentiated teaching programs that target individual strengths and common goals in strengthening student growth across all areas of NAPLAN.

Products

Students with the critical literacy and numeracy skills required to successfully engage with Stage 6 and to make informed life learning decisions.

An embedded focus on shifting the middle bands of students into higher levels of reading and numeracy achievement.

A visible school–wide collective responsibility for developing integrated programs that support connection, inclusion and knowledge integration.

Staff and students embrace opportunities to engage in activities that extend and enrich their learning.

Project centred and inquiry based learning is explicit in all KLA programs and embedded as a student learning strategy.

Students who are known and cared about as individuals and learners

Strategic Direction 1: Life Long Learners, Connected Citizens

People

strategic directions through highly visible leadership, embodying all school ideals and strategic equitable use of all resources.

Processes

Numeracy

- Targetted BIU roll calls

Evaluation Plan

* ongoing executive evaluation of milestone completion

* internal/ external data analysis

Practices and Products

Increased student voice informing school practice.

Strategic Direction 2: Collective Purpose, Productive Pedagogies

Purpose

To inspire each staff member to engage in actively building their mastery of teaching through closer professionalreflection with a particular focus on the Professional Standards as a reference point for whole school reflection. For all staff to have the highest expectations of themselves and the students that we teach.

Improvement Measures

Classroom observations and PDP's demonstrate alignment between individual classrooms and whole school strategic directions

100% of staff involved in ongoing professional learning and reflection, using the Australian Professional Standards for Teachers as reference.

Learning and Development to be assessed by internal review as excelling.

People

Students

Students will learn, engage, connect, assess/ be assessed and succeed in well managed classrooms where SMART expectations underpin all high challenge/ high support approaches to learning.

Staff

Staff will jointly engage in planning their own professional development to improve their performance and align individual and faculty goals to support broader school and DoE initiatives. They will work collaboratively as they engage in quality professional learning that builds and develops school–based expertise and achieves high measures of student success.

Leaders

Highly visible leadership will build school–wide staff capacity to implement changed processes/ practices in alignment with the school plan to encourage high expectations collective responsibility for student learning and success.

Parents/Carers

Opportunities for meaningful and significant connections between school and home with a focus on individual need and personal context.

Community Partners

Active partnerships between school and community to develop strong relationships between community providers, staff and the school in order to develop students

Processes

- Higher Order Thinking (HOT) hours
- Pilot Marking
- Exemplar Development
- Peer to Peer Observation and Coaching
- Inquiry based Learning
- Integrated Unit Development
- Quality Assessment Coding
- Program Evaluation
- Student Assessment Evaluations
- Staff Surveys
- Faculty TPL
- Twilight Sessions
- Growth Coaching
- Technology Group Sessions
- External TPL
- Nirimba Learning Community Sessions
- AITSL standards
- SEF standards
- Beginning Teacher Days
- Induction Programs
- A whole– school approach to wellbeing focused on positive recognition of staff contribution

Practices and Products

Practices

- All staff are supported in achieving their school based teaching and learning goals
- Staff use a range of self–assessment, peer to peer and student evaluation strategies to reflect upon and improve performance.
- School wide focus on PCL and inquiry based learning with all units underpinned by driving conceptual questions that link to big picture/ big learning
- staff sharing areas of interest, expertise and results of teacher identified areas of interest project with their colleagues .

Products

- Peer to Peer High Challenge/ High Support Growth coaching dialogues
- A variety of models of curriculum delivery are evident across the school
- Curriculum programs that incorporate deep understanding, technology delivered within a SMART expectations learning environment.

A positive, cohesive staff who work collaboratively, celebrate individual and group success and support each other to grow and develop.

Strategic Direction 2: Collective Purpose, Productive Pedagogies

People

beyond school based opportunities.

Processes

- Promotion of regular social and sporting activities to promote health and wellbeing.

Evaluation Plan

* Surveys, focus groups and reviews

* internal and externally harvested data

* ongoing evaluation of milestones by school executive

Strategic Direction 3: Strong Partnerships, Community Commitment

Purpose

To build stronger relationships within our immediate and wider educational community by fostering and maintaining sustainable links that are focused on collaboration, communication, excellence and the overall improvement of student learning outcomes.

Improvement Measures

Development of a student devised School Excellence Framework

All forms of school communication are used to build stronger community connections.

Student led internal validation of whole school initiatives and KLA's underpins school evaluation.

People

Students

Students will develop a strong understanding of the social importance of a local comprehensive high school. They will further their recognition of the collective responsibility we all have for QHHS' improvement, image and success.

Staff

Understand and embrace the importance of strong relationships with parents and key stakeholders. Build strong networks with collegiate and NLC KLA partners. Seek opportunities for collaboration and relationship building.

Leaders

Planning and strategic decision making to demonstrate value for community, parent and student voice and involvement in school directions and planning.

Parents/Carers

Regular opportunities for meaningful evaluation and collaboration focussed on positive and productive relationships and on strengthening the school's image as a provider of a quality comprehensive education to all students.

Community Partners

Work with the school on promoting real world connections between learning and the wider world.

Processes

Student voice

* Student Devised School Excellence Framework

* Internal Validation Student Review: KLA/Initiative

* SMART Student Voices team

Community Communication Project

* SENTRAL parents portal

* ATSI radio program

* AECG School representative group and newsletter

* Extended use of online communication platforms

Evaluation Plan

* Ongoing evaluation of milestones by initiative leaders and executive team

* surveys/ focus groups/ internal and external data

Practices and Products

Practices

* All forms ofschool communication are used to promote, highlight, celebrate and encourage excellence in all student achievement.

* Students are recognised as key stakeholders and drivers of school improvement through ongoing evaluations and internal validations of school processes and practices.

Products

* QHHS is a strong and visible presence in the local community

* A strong student voice in school evaluation and validation