School plan 2018-2020

Rooty Hill High School 8908

School background 2018–2020

School vision statement

Our Vision: Their Present, Our Future

Preparing students for the present and our school–community for its future.

Our Values: PERSIST

Our Belief: We have a moral contract with families to give every student the opportunity to do his or her best. We are disposed to be creative and innovative in providing the right opportunities for each student.

Our Overall Purpose (Mission): To increase learning expectations, capacity and achievement for students, staff, the school and the community through new ways of knowing, doing and being.

School context

School Context 2018: Rooty Hill HS is a large, co–educational, comprehensive community school in western Sydney experiencing rapid demographic change. The enrolment for 2018 is 1115 students. Over 50% of the students enrolled in 2018 are from non–English speaking backgrounds, including a large number of families from Asia and the Pacific. There is a significant enrolment of Aboriginal students (over 5%). The school is committed to promoting its cultural and linguistic diversity. The school FOEI (family occupation and education index) for 2018 is 118, with 72% of students coming from families in the lowest 2 quartiles. This places the school one standard deviation below the government school average–our students enter high school with more challenges than students from more advantaged backgrounds. In 2016 and 2017 the school was voted as one of the 40 Most Innovative Schools in Australia by Educator Magazine and the school has been one of 7 Social Ventures Australia's Powerhouse schools since 2014. Over the last 3 years the school has been recognised for its achievements and innovation as a school of professional practice, its work in quality teaching and leadership, its exemplary personalised learning programs, its work with strategic partners and its commitment to innovation. Students are given the opportunity to do their personal best through extensive and expansive curricular, co–curricular and extra–curricular programs. Parent and community support of the school is strong and working parents have valued both the use of social media and the positive contact approach used by the school in personalising learning for each student. The school has a subsidised BYOD program, with an 80% take up in Year 7. The school has strong academic and socio–cultural platforms that are enhanced by high quality relationships between staff and students. Students are at and above the ACARA non cognitive benchmarks reflecting a strong, positive student culture. The school values, ACARA capabilities and explicit teaching of literacy, numeracy, ICT and creative& critical thinking are embedded in all learning programs, policies and practices. The school's 2018 budget based on the RAM (Resource Allocation Model) is $10 953 561 a decrease of $13940. This will be supplemented by additional funding received in 2018 for permanent beginning teachers and equity

School planning process

School Planning: This plan was developed by staff, students and parents and it is endorsed for implementation by the School Community Council. The implementation of the school plan will be monitored by the School Community Council. An annual school operations plan is also available. The school's executive staff will have direct responsibility and accountability for the implementation, monitoring and evaluation of the milestones and the progress towards products and practices.

School vision statement

School context

programs. All teachers in the school are registered with NESA. Over the 3 years of the previous school plan (2015–2017) students showed growth and progress on external measures of student performance. In Years 9 & 10, students have improved from an average of 1.5–2.0 standard deviations below the mean to an average of 0.5. At HSC the school average mark gap was 0.59 in 2017 compared with over –0.73 at the HSC in 2016. The new school plan strategies continue to focus on increasing the slope of each student's learning trajectory.

Strengths: In 2017 the school introduced a Strengths based approach to its work and the work of staff and students. The 5 critical strengths of the school (see attached Figure 1) that were identified are that the school is innovative, creative, inclusive, supportive and organised. The school has a very committed, dynamic teaching, administrative and executive staff with a range of experience. In surveys taken in 2017 the following key staff strengths were identified: innovative, supportive, collaborative, professional, creative and cooperative (Figure 2). Year 7 students said they were friendly and respectful; Year 8 that they were….; Year 9 that they were committed and persistent; Year 10 that they were determined and cooperative. The school will build on these strengths.

School planning process

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Signature Pedagogies

STRATEGIC DIRECTION 2
Expansive Learning

STRATEGIC DIRECTION 3
Adaptability and Creativity

Purpose:

Building on the successful implementation of a capability driven curriculum (2015–2017) we will initiate and deliver new ways of knowing, doing and being that create innovative subject based universal, targeted and intensive teaching, learning and assessment platforms, programs and practices.

Purpose:

Building on the successful personalised learning strategy (2015–2017) we will create opportunities for all students to become educated adults, prepared for life at and beyond school with the capacity to demonstrate and articulate their strengths, their own learning and their dispositions using new ways of knowing, doing and being.

Purpose:

Building on our values and our recognised disposition to innovation and creativity (2015–2017) we will respond to emerging challenge and change by committing to sustaining an innovative and successful school culture that has the capacity to identify, design and provide evidence for new and adaptive ways of knowing, doing and being.

Strategic Direction 1: Signature Pedagogies

Purpose

Building on the successful implementation of a capability driven curriculum (2015–2017) we will initiate and deliver new ways of knowing, doing and being that create innovative subject based universal, targeted and intensive teaching, learning and assessment platforms, programs and practices.

Improvement Measures

Over the next 3 years we will achieve:

1. Average growth in academic performance (to within one mark) and value added data (learning trajectories) to within 1 standard deviation of state average.
2. 40% of all students achieving Band 4+ in external tests and an average GPA of 3.5 on internal academic reports.

People

People

Students: Using the ACARA progressions and a variety of other tools, students will be able to understand and track their own learning trajectories, skills, capabilities and dispositions from Years 6 – 12.

Staff: 80 teaching and 16 administrative staff will oversee the delivery of capability driven curriculum and assessment, using agreed school wide platforms.

Teaching staff: There will be an intensive professional capacity building program focused on the APST. In particular, there will be a focus on understanding the key school platforms, the features of high quality programming, assessment design and implementation for capabilities, dispositions, signature pedagogies, ROSA and the HSC.

Executive staff: Curriculum Head Teachers and faculty teams will be responsible for the underpinning professional learning and development, implementation, monitoring, evaluation and reporting of the implementation of each project supported by Lead faculties, Professional Practice Mentors, Capability Coordinators and Google Gurus.

Project Learning and Leadership Teams: Teams will lead action research and the implementation of new strategies, milestones, tools, routines and innovations.

Consultants: The staff will be supported by three consultants with expertise in leading innovation.

Parents:

Processes

1.1 Literacy, 1.2 Rigorous HSC, 1.3 Signature Pedagogies, 1.4 Capability Driven Assessment (7–10)

Evaluation Plan

In addition the ongoing evaluation of progress towards each product and practice and the annual tracking of KPMs, the following measures will be used to evaluate SD1:

1.1 APST Standards: 1.5.4,1.6.4, 2.5.4

1.1 SEF Elements: 1.1, 1.3, 1.4, 1.5

1.2 APST Standards:1.3.3 1.3.4 2.2.4 2.3.4 3.1.4 3.4.4, 5.1.4 7.2.4

1.2 SEF Elements: 1.1, 1.2, 1.4, 1.6

1.3 APST Standards: APST: 1.2.4, 1.3.4, 2.1.4, 3.3.4, 3.4.4,4.1.4, 5.2.4

1.3 SEF Elements: 2.1, 2.2, 2.4

1.4 APST Standards:1.5.4, 1.6.4, 2.6.4, 3.2.4, 3.3.4, 4.5.4, 5.1.4, 5.2.4

1.4 SEF Elements: 1.3, 1.4, 1.5

Practices and Products

Practices

1.1 Practice: There will be evidence in subject–based programs, teaching and learning sequences, lesson designs and classroom observations of the practices of the rigorous reading platform.

1.2 Practice: There is evidence that teachers understand, apply and embed rigorous, innovative, higher order signature ways of knowing, doing and being in designing and delivering HSC learning and assessment tasks so students can demonstrate progress and improvement.

1.3 Practice: Each subject has created, delivered and refined signature pedagogies with which students can demonstrate the higher order skills, capabilities and dispositions for Year 12 and beyond.

1.4 Practice: There is evidence in teaching and learning practice that CDA is embedded in each classroom through lesson design, classroom based assessment and reporting practices.

Products

1.1 Product: Average growth in reading performance and reading trajectories is within one standard deviation of state average and growth from Years 7 to 9 and growth in 9 to 12 is above state average.

1.2 Product: New subject based HSC teaching, learning and assessment programs continue to meet NESA compliance requirements while refocusing on innovative strategies that ensure all students achieve above Band 1 and meet

Strategic Direction 1: Signature Pedagogies

People

Parents will be asked to engage with the school in understanding their own child's learning skills and progress against the capability and disposition benchmarks in each subject and in portfolios.

Practices and Products

minimum standard requirements.

1.3 Product: Each subject has published documents identifying the higher order signature ways of knowing, doing and being taught and learnt in that subject and has evidence that 60% of students have achieved the signature disposition benchmarks for Years 10–12 in each subject studied.

1.4 Product: There is evidence from student capability reporting (7–9) that the school has refined its capability assessment and reporting to ensure that 60% of students achieve syllabus–based ACARA/NESA capability benchmarks by the end of Year 10.

Strategic Direction 2: Expansive Learning

Purpose

Building on the successful personalised learning strategy (2015–2017) we will create opportunities for all students to become educated adults, prepared for life at and beyond school with the capacity to demonstrate and articulate their strengths, their own learning and their dispositions using new ways of knowing, doing and being.

Improvement Measures

Over the next 3 years we will achieve:

3. 60% students achieving ACARA and NESA syllabus–based capability benchmarks by the end of Year 10.

4. 60% of students achieving RHHS signature disposition benchmarks by the time they transition from the school to work or further study in Years 10, 11 and 12.

People

People

Students: Using benchmark based measurement, students will be able to understand and track their own learning trajectories in a digital portfolio. Students will develop skills in analysing and improving their overall learning progress and performance and making judgments about their success and confidence as learners, their performance against the capability benchmarks and demonstration of school values. Students will participate in HSC and tertiary preparation programs to build their capacity to undertake university and or further study. Students will have the opportunity to participate in culturally sensitive programs that increase understanding and honouring of the cultural mix of the school with a particular focus on Aboriginal students.

Staff: All staff will undertake sustained professional learning in the use of the school's platforms, programs and student data analysis and management. Para–professional staff will undertake professional learning to manage data and support students. Staff will have the expertise to deliver and evaluate universal, targeted and intensive programs.

Lead faculties and PLLT groups: PDHPE staff will deliver the schools year 7–10 social curriculum and will assist students to create evidence for *My Learning Hub*.

Consultants, partners and the AECG: The staff will be supported by experts, partners and community groups.

Processes

2.1 Student pathways, 2.2 Student Agency, 2.3 Entrepreneurial Learning, 2.4 Connecting to Country, Culture and Curriculum

Evaluation Plan

In addition the ongoing evaluation of progress towards each product and practice and the annual tracking of KPMs, the following measures will be used to evaluate SD2:

2.1 APST Standards: 1.2.4, 1.3.4, 1.4.4, 1.5.4, 1.6.4, 4.1.4, 4.4.4

2.1 SEF Elements: 1.2, 1.4, 2.1, 2.3

2.2 APST Standards: 1.1.4, 3.1.4, 4.2.4, 4.3.4, 5.4.4, 5.5.4

2.2 SEF Elements: 1.3, 1.4

2.3 APST Standards: 1.2.4, 1.3.4, 1.4.4, 1.5.4, 1.6.4, 4.2.4

2.3 SEF Elements: 1.1

2.4 APST Standards: 1.4.3, 2.4.3, 3.5.3, 4.4.3, 6.3.3, 7.2.3, 7.4.3

2.4 SEF Elements: 1.2, 2.1

Practices and Products

Practices

2.1 Practice: Students and staff use new knowledge about positive education, strengths, creativity, tenacity, adaptability, zest and focus to demonstrate shifts in their own ways of knowing, doing, being.

2.2 Practice: Students use their identified academic and interpersonal strengths to create a shift in the school's learning and observable work practices.

2.3 Practice: Students collaborate with staff and community to develop work–related ways of knowing, doing and being through entrepreneurial learning experiences.

2.4 Practice: Each subject has embedded '8 Ways of Learning' pedagogies in teaching and learning programs across years 7–12

Products

2.1 Product: All students will leave school with a digital portfolio and resume that demonstrates their preparedness for their own future.

2.2 Product: There is evidence in documents recording the achievement of capability and disposition benchmarks that students understand and have taken a greater ownership of their own learning.

2.3 Product: All students complete entrepreneurial learning programs and partnerships during Years 10–12 and produce evidence for their senior portfolios.

2.4 Product: The school has a Reconciliation Action Plan and associated

Strategic Direction 2: Expansive Learning

People

Parents: Families will engage with their children's learning through new and innovative expansive education programs.

Practices and Products

cultural practices that engage the Aboriginal community and students to provide increased opportunities for all students and staff to understand and value the school's cultural diversity.

Strategic Direction 3: Adaptability and Creativity

Purpose

Building on our values and our recognised disposition to innovation and creativity (2015–2017) we will respond to emerging challenge and change by committing to sustaining an innovative and successful school culture that has the capacity to identify, design and provide evidence for new and adaptive ways of knowing, doing and being.

Improvement Measures

Over the next 3 years we will achieve:

5. Positive changes in benchmark evidence of school culture, adaptability and creativity – imaginative, inquisitive, disciplined, persistent and collaborative.

6. "Excelling" in 13 of the 14 School Excellence Framework (Version 2) domains.

People

People

Teaching staff: 80 teaching staff will undertake sustained professional learning to ensure they have the capacity to deliver innovation, improvement and the achievement of the Australian Professional Standards for Teachers. The teaching staff will participate in registered professional learning (at proficient, HA and Lead levels) using and developing its body of professional learning materials and will develop higher order capacity in the use of data and evidence.

Para professional staff: Specific skills will be developed in data management, planning, evaluation and governance for all staff underpinned by increasingly sophisticated systems of management based on using high quality ICT for instruction and school administration. All SAS staff will have a PLP and opportunities for PL.

Executive staff and aspiring leaders: The school will continue to build and accredit leadership density and expertise.

Professional Practice Mentors: Each faculty, the practicum program and other special projects will have a PP Mentor.

Project Learning and Leadership Teams: Each staff member will belong to a PLLT and will undertake actions and action learning projects to deliver milestones, products and practices.

Parent & strategic partners: The school will continue to seek community & strategic partnerships to foster key programs and will provide educational expertise and

Processes

3.1 Evidence informed culture and practice, 3.2 Strategic Partnering, 3.3 Adaptive Leadership and Expertise, 3.4 Community Engagement

Evaluation Plan

In addition the ongoing evaluation of progress towards each product and practice and the annual tracking of KPMs, the following measures will be used to evaluate SD2:

3.1 APST Standards: 3.2.4, 3.6.4, 5.3.4, 5.4.4, 6.2.4, 6.3.4, 7.2.4

3.1 SEF Elements: 1.5, 1.6, 2.2, 3.3

3.2 APST Standards: 6.2.4, 7.4.4

3.2 SEF Elements: 1.1

3.3 APST Standards: 3.3.4, 3.5.4, 6.1.4, 6.3.4, 6.4.4, 7.1.4, 7.4.4

3.3 SEF Elements: 2.1, 2.3

3.4 APST Standards: 1.1.4, 1.3.4, 1.4.4, 2.4.4, 3.6.4, 3.7.4, 5.5.4, 7.3.4

3.4 SEF Elements: 1.2

Practices and Products

Practices

3.1 Practice: Students and staff demonstrate a deeper understanding and increased capacity as individuals and teams to analyse data from a range of sources, identify patterns, apply the value proposition and measure the impact of strategies, programs and specific projects.

3.2 Practice: The school's staff and students actively engage with strategic partners in ways that respond to challenge & change and demonstrate strengths and dispositions towards working with others in expansive, adaptive and creative ways.

3.3 Practice: There is evidence from observations, data collection and self–evaluation that staff and the school are demonstrating the capacity to lead, adapt and respond to the changing needs of students, secondary education and school culture.

3.4 Practice: The school's activities, processes and culture are adaptive and responsive to changing community needs.

Products

3.1 Product: There is evidence from external validation, staff accreditation and student performance data that the school's data visibility and the alignment of self, peer and external evaluation informs a rigorous and adaptive evidence informed culture.

3.2 Product: The school's strategic partnerships add measurable value (as per the Strategic Partnerships Policy) to the school's expansive, adaptive and creative learning strategy.

Rooty Hill High School 8908 (2018-2020)

Strategic Direction 3: Adaptability and Creativity

People

leadership to the partnerships.

Students:

 Students and their families will be asked to provide progressive feedback to teachers to enhance teacher practice and will develop their own skills in data analytics.

Practices and Products

3.3 Product: 50% of teaching staff have completed or are completing accreditation at APST highly accomplished or lead levels.

3.4 Product: There is evidence from personalised learning, family engagement and the alumni register that the school is perceived as a school that is both inclusive and responsive to its community.