

School plan 2015 – 2017



Engadine High School 8432





School vision statement

Our school's mission statement is, "educational excellence and opportunities in a safe, nurturing environment". This statement was developed as a result of extensive consultation with the community in 2006.

In 2014, students, staff and parents were asked to identify the qualities of the ideal graduate from Engadine High School. Consequently, the following statements summarise our vision for graduates as a result of six years of schooling at Engadine High School.

Students will be:

- confident, empowered, well-rounded life-long learners who love and value learning;
- informed, innovative, creative and critical thinkers;
- reflective and resilient and take responsibility for their own learning;
- respectful, humane, empathetic global citizens;
- citizens who value their community, work for the common good and who believe in their capacity to make a sustainable difference to their world.

School context

Engadine High School is a comprehensive high school located forty-five minutes south of the Sydney CBD adjacent to the Royal National Park. We are proud to provide the very best educational and extra-curricular opportunities for all students.

We believe that learning flourishes when it is an interactive process involving students, parents and teachers.

We have outstanding programs in performing arts, engineering, sport and student leadership and have enjoyed multiple accolades at State, National and International levels in these areas.

A thriving Linkages program in literacy, numeracy, performing arts, history, PDHPE and sustainability with local schools ensures that the transition to high school is seamless.

We enjoy excellent results in NAPLAN and the HSC and our data indicates that these results are especially good for low and middle achieving students. We are currently embedding programs that challenge our more able students to excel. Excellent HSC results from 2014 indicate that our work in this area is making a critical difference, however, our intention is to continue our emphasis in this area whilst maintaining the programs in literacy, numeracy and learning skills, as these are the currency of learning.

Staff professional learning remains a major focus with a greater emphasis on providing a differentiated approach to cater for the varying needs of staff who are at different stages in their career.

School planning process

In 2014, a comprehensive and consultative planning approach was undertaken to review current practice and determine future directions.

Existing evidence included:

- results from external data including NAPLAN and HSC;
- staff survey results regarding what we value;
- student survey responses on project-based learning;
- staff survey on PL needs;
- Year 7 parent survey responses regarding their expectations of secondary education; and
- SRC surveys on school directions.

Extensive discussions followed among staff, students and parents regarding their views on the traits of an ideal Engadine High School graduate. A summary of ideas was created leading to three potential directions.

Three aspirational directions were created that summarised the views of all stakeholders and were presented to students, staff and parents in draft form. Each section clearly identified the foci for future programs to support the achievement of the Strategic Directions.

Once approved, 'Super teams' were established to be responsible for implementation of the programs that would underpin the directions. The teams targeted:

1. *Interpreting Our World* – literacy; numeracy; sustained writing; learning skills; extending gifted students.
2. *Learning From Our World* – project-based learning; formative assessment.
3. *Contributing to Our World* – social justice and sustainability.



Students acquire the intellectual knowledge and skills to think deeply and communicate effectively

Staff actively embraces a dynamic, collaborative and informed professional culture

A dynamic school promoting high expectations, positive values, global awareness and collaborative partnerships

Purpose:

To equip all students with literacy, numeracy and learning skills.

To develop the intellectual quality that is required to build skills, ideas and deep understanding of important, substantive concepts so that students can make informed contributions to their world.

To equip students with the skills to effectively communicate their ideas, by ensuring that they can introduce, develop, sustain, substantiate and conclude an insightful, effective and cohesive piece of writing.

Purpose:

To support teachers to focus on pedagogy that develops intellectual qualities required to build skills, ideas and deep understanding of significant, substantive concepts.

To ensure that staff develop the pedagogy of intellectual rigour to engage students in a quality learning environment.

Purpose:

To build on and maintain a robust and meaningful focus on social justice and sustainability that enables students to connect with their global world, and ensure these themes are integrated within the curriculum.

To ensure that programs, led by high functioning teams, include the intellectual qualities required to build skills, ideas and deep understanding of significant, substantive concepts.

Strategic Direction 1: Students acquire the intellectual knowledge and skills to think deeply and communicate effectively.

Purpose

To equip all students with literacy, numeracy and learning skills so that they can better interpret their world.

To develop the intellectual quality that is required to build skills, ideas and deep understanding of important, substantive concepts so that students can make informed contributions to their world.

To equip students with the skills to effectively communicate their ideas, by ensuring that they can introduce, develop, sustain, substantiate and conclude an insightful, effective and cohesive piece of writing.

IMPROVEMENT MEASURES

- ❖ Students in Stage 5 show improvements in the quality of written responses as identified by the Literacy Continuum and/or the whole-school writing framework.
- ❖ A 3% increase in the number of students achieving in the top 3 Bands in NAPLAN for reading, writing and numeracy.
- ❖ RAP data shows an increase in achievement in HSC extended written response questions in comparison to the State average.

People

Students

Build knowledge, learning skills and self-efficacy in reading comprehension, writing and numeracy.

Develop their capacity to effectively integrate technology into learning.

Develop their capacity to reflect upon, value, and assume responsibility for their own learning.

Staff

Develop staff capacity to explicitly teach learning skills, reading comprehension, the elements of effective writing and numeracy.

Develop staff skills in the use of BYOD technology and the MOODLE platform.

Develop staff capacity to incorporate formative assessment practices.

Leaders

Build capacity of Head Teachers to support staff to implement learning skills, reading comprehension, the elements of effective writing and numeracy.

Parents

Support the high expectations of parents by developing their understanding of learning skills, reading comprehension, the elements of effective writing and numeracy.

Processes

Staff 'Super Teams' have been established; each containing buddy-teams who will assume ownership for implementing a whole-school project.

Literacy and Numeracy Growth Project – exploration of the Literacy Continuum and revised Numeracy Continuum; targeted development of skills across the curriculum as identified from data for students in Stages 3 & 4.

"Reading for Meaning – Writing with Purpose" - collaborative learning for staff to embed explicit processes to teach reading comprehension, writing in context and formative assessment practices. This will incorporate cross-faculty and interschool teams.

Learning Skills Project - implementation of a differentiated program, Years 7-12, that teaches students how to select appropriate study methods; use relevant technology; develop skills in self-assessment.

Technology Project – creating a strong platform using MOODLE and Google docs to support BYOD and enhance student learning outcomes.

Evaluation Plan:

An evaluation of a range of before/after student writing samples, from a range of faculties; analysis of programs, assessment & reports for writing and formative assessment.

Surveys on success of each project.

Products and Practices

Products: An increase in the number of students achieving in the top 3 Bands in NAPLAN for reading, writing and numeracy. Staff identify students who require adjustments and differentiate learning for students in literacy and numeracy.

Practice: All teaching programs embed a range of literacy and numeracy strategies.

Products: Improvement in writing is indicated by an increase in achievement in written response questions in comparison to the State average.

Practice: All students regularly write effective pieces of writing in context. Staff use work samples and explicit criteria and feedback to integrate sustained writing and intellectual quality into curriculum.

Products: An increase in students achieving value-added growth in NAPLAN and HSC data.

Student survey results and models of work also show the majority of students are confident in their independent study skills and their capacity for reflection.

Practice: Assessment practices ensure effective feedback, enable student reflection, and inform future teaching practice. MOODLE and Google docs used.

Faculty Evaluation meetings with Senior Executive describe and show the practices used to effectively develop knowledge, understanding and skills of all students.

Strategic Direction 2: Staff actively embrace a dynamic, collaborative and informed professional culture.

Purpose

To support teachers to focus on pedagogy that develops intellectual qualities required to build skills, ideas and deep understanding of significant, substantive concepts.

To ensure that staff develop the pedagogy of intellectual rigour to engage students in a quality learning environment.

IMPROVEMENT MEASURES

- ❖ There is an increase in the number of staff engaged in self-identified professional learning.
- ❖ A 3% increase in the number of students achieving in the top 3 Bands in NAPLAN for reading and writing reflecting the correlation between professional learning & student growth.
- ❖ Staff seeking accreditation at Highly Accomplished or Lead levels, successfully complete requirements.
- ❖ RAP data shows an increase in achievement in HSC extended written response questions in comparison to the State average.

People

Beginning and Early Career Teachers

Build the capacity of Beginning and Early Career teachers.

Teachers aspiring to leadership within and beyond Engadine High School

Support staff to aspire to leadership roles and promote the range of opportunities for them to contribute to school culture.

Teachers seeking accreditation at Highly Accomplished and Lead levels

Develop staff knowledge about the processes and requirements of seeking accreditation.

Build the capacity of these teachers to identify whole-school projects where they can have a substantial leadership role.

Teachers developing new skills

Build the capacity of all staff to develop the necessary skills to address the changing landscape of education, especially as it relates to technology and credentialing.

Faculty leaders

Build the capacity of faculty leaders to support the varying needs of their staff and conduct effective feedback sessions on teaching practice.

External partnerships

Judy King to support reading comprehension and writing; Ann McIntyre and Sue Cran to support leadership and action learning.

Processes

Senior Executive and Executive work with staff to identify their needs and aspirations as they relate to the School Plan and Excellence Framework. This will be achieved through meaningful, collaborative, professional dialogue throughout the PDP cycle.

Professional Learning team will plan and differentiate professional learning that embraces a range of learning platforms and opportunities that target School Strategic Directions and align with the *Australian Teaching Standards*.

Implement a leadership program for aspiring leaders. This may include individual Action Learning projects for interested staff.

Utilise external partnerships with people, schools and universities to develop the capacity of staff to implement targeted projects across the school.

Evaluation Plan:

Collaborative feedback and reflection about the effectiveness of the school Professional Learning Program in meeting the needs of staff.

Products and Practices

Products: All teachers engage in meaningful and relevant professional dialogue about their needs.

Practice: Professional dialogue is focussed on achieving school directions and personal, evidence-based goals.

Products: All staff engage with relevant professional learning opportunities that improve teaching and learning.

Practices: Teachers engage with targeted differentiate professional learning with an expectation that they share their knowledge and skills to build the capacity of colleagues.

Products: Reading comprehension and writing strategies are embedded into all teaching and learning programs.

Practices: Teachers consistently use systematic reading comprehension, writing and formative assessment practices in their teaching practices.

Products Aspiring leaders develop their leadership skills and make a positive impact on student learning.

Practices: Leaders engage in a process of research learning with external partnerships, including a community of schools, to influence practice and enhance student learning outcomes.

Strategic Direction 3: A dynamic school promoting high expectations, positive values, global awareness and collaborative partnerships

Purpose

To build on and maintain a robust and meaningful focus on social justice and sustainability that enables students to connect with their global world, and ensure these themes are integrated within the curriculum.

To ensure that programs, led by high functioning teams, include the intellectual qualities required to build skills, ideas and deep understanding of significant, substantive concepts.

IMPROVEMENT MEASURES

- ❖ Student surveys indicate that they have strengthened their global awareness on social justice and sustainability issues.
- ❖ An increased number of students engaged in leadership opportunities across a range of programs.

People

Students

Raise awareness of social justice and sustainability issues, and how they connect with their global world.

Empower peers to express informed and considered opinions on a range of social justice issues, and the confidence to develop their individual and/or collective solutions and strategies to social problems.

Develop leadership skills and their capacity to work as part of a team to research substantive concepts and ideas and effect real change in their communities.

Staff

Social Justice team will build capacity of staff to mentor students during Project Based Learning.

Embed and deliver social justice concepts into teaching practice.

Team Leaders

Access to and/or provision of differentiated professional learning opportunities that focus on building the capacity to program for, and explicitly teach, sustainability and social justice.

Parents

Develop parent awareness about the school's social justice and sustainability programs.

Processes

Social Justice Team

Each year group will engage with a sustainability and/or social justice issue which is incorporated into lessons across a range of faculties. Issues relating to significant social justice or sustainability events, such as White Ribbon Day, will be embedded into classroom practice.

Project-Based Learning (PBL) Team

Continue to implement PBL – major projects for Years 7-9

Student Representative Council

Encourage and support student leaders by providing mentoring, training and support as they create positive connections between the school and broader community

Student Sustainability Council

Encourage and support the Sustainability Team as they promote and lead sustainable practices within the school.

Collaborative Partnerships

Engage parents and the school community in collaborative partnerships to promote social justice, sustainability and global awareness.

Evaluation Plan:

Monitor student involvement and/or leadership in social justice and sustainability-based events.

Monitor understanding of social justice and sustainability issues through Years 7-9 PBL and student surveys pre- and post-PBL.

Products and Practices

Products: Students, yrs 7-9, have a deeper understanding of social justice issues in the context of their curriculum.

Practices: Explicit discussion of sustainability and/or social justice is included in all programs across faculties.

Products: All students in Years 7-9 are more informed about global issues relating to sustainability and/or social justice issues.

Practices: All students in Years 7-9 explore a sustainability and/or social justice issue as part of a team through PBL.

Products: Student leadership skills are strengthened, demonstrating informed global awareness and collaboration.

Practices: An increasing number of students proudly engage in and lead school-based social justice and sustainability events/ programs.

Products: An increasing number of parents and members of the wider community engage with the school on a range of sustainability and/or social justice events and issues.

Practices: Utilise a range of social media platforms, newsletter and school events to encourage parent involvement in social justice and sustainability events/ programs.