

School plan 2018-2020

Smiths Hill High School 8542



School background 2018–2020

School vision statement

In our caring school community, we value a love of learning and achieving personal best.

School context

Smith's Hill High School is an academically selective school situated in central Wollongong. It has an enrolment of 750 students drawn from a broad geographical area.

The school seeks to develop a safe and harmonious environment where difference is accepted and celebrated; where students experience a flexible, challenging and relevant learning environment. This includes the development of student attitudes and values which promote endeavour, respect, integrity, compassion, harmony, self-discipline, citizenship and leadership.

Smith's Hill High School has dedicated and passionate staff, interested and engaged parents and motivated students with a genuine love of learning. The schools curriculum that provides a broad range of subject choices in all stages and a variety of learning pathways.

School planning process

In Term 4 of 2015, a whole school evaluation established base line data for teaching learning and leading. This information facilitated the revision of the School Plan in Term 1 of 2016 based on the changing context of the School and the use of key enabling documents. This draft document was presented to the School Executive for consultation and ratification.

In Term 4 of 2016, a whole school evaluation using the school excellence framework as terms of reference measured improvement based on the base line data of 2015 and improvement measures of the school plan of 2015–17. A detailed report formulated by a team of staff was presented to wider school community and an opportunity for feedback was afforded. The findings and conclusions of the evaluation report and subsequent feedback, in addition to current educational literature and reform documents drove the focus areas for a school planning survey in Term 3 of 2017. A Google Doc. shared with the school community allowed opportunity to write elements of the new school plan.

The wider community was consulted with a draft of a vision, strategic directions and practices based on an analysis of data and feedback collected over the previous two years. The information gathered assisted the team in the drafting process during Term 4 of 2017.

The School Planning team made up of students, executive, teachers and SASS staff drafted all of the elements of the plan over the course of three days during Term 4 of 2017.

The final draft was presented to the wider school community during Week 9 of Term 4 for consultation and editing. The final copy was launched in Term 1 of 2018.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Fostering Connected
Relationships

Purpose:

To facilitate effective communication and nurture supportive, respectful and caring relationships across the community fostering connectedness.



**STRATEGIC
DIRECTION 2**
Pursuing Personalised
Excellence

Purpose:

To provide a quality, innovative and differentiated learning environment where staff and students are empowered and supported to achieve their personal best.



**STRATEGIC
DIRECTION 3**
Building Sustainable Success

Purpose:

To build the capacity of individuals to enhance all types of wellbeing for sustainable lifelong success.

Strategic Direction 1: Fostering Connected Relationships

Purpose

To facilitate effective communication and nurture supportive, respectful and caring relationships across the community fostering connectedness.

Improvement Measures

Improvement measures are achieved by the end of the three-year planning cycle through effective implementation of well selected processes. This may be measured using one or a combination of the following:

- Survey data indicating improved communication and culture using 2017 baseline data.
- Using 2018 baseline data, increased participation numbers in learning provided by community experts, professionals and parents.

People

Students

Proactively engage with all members of the school community to develop functional and beneficial relationships.

Utilising the skills acquired through relationships within the school community to foster further relationships in the local and global world.

Staff

Implement optimised school wide communication strategies to ensure shared understanding.

Facilitate community partnerships to enhance school programs.

Leaders

All members of the community, as leaders, model, uphold and work to enhance school culture.

Parents/Carers

Provide regular and updated information and feedback to the school.

Access and respond to communication from the school and staff regarding events and student progress.

Demonstrate support for the school's position with their children and in the community and are active partners in embedding these values into the school's culture.

Community Partners

Processes

Consult, enhance and redevelop school systems and communication effectiveness.

Foster a positive environment that recognises individuals working together towards shared school goals

Organise activities and contributions in the classroom and in the community that provide enriching experiences.

Evaluation Plan

Survey, forums and focus groups

Regular revision of policy documents

SENTRAL Wellbeing data

Meeting agenda minutes

Activities participation through SENTRAL

Practices and Products

Practices

The school responds to its community by engaging all of its members through effective communication.

- Enhancing a collegial and dynamic school culture through fostering positive and productive relationships.
- Providing authentic opportunities to positively connect and contribute to the local and global community

Products

Collective responsibility to clearly understand and consistently apply policy, procedures and processes.

Ongoing evaluation of communication methods, administrative systems, policy and processes, ensuring that they are delivering anticipated benefits to the school community, and making changes when required.

A learning community which is focused on continuous improvement of teaching and learning.

A shared sense of responsibility for positive culture and strong relationships.

Strategic use of community partnerships to enrich school life and develop the student holistically, with improved usage in the classroom.

Enhanced meaningful and authentic experiences to increase local and global awareness.

Strategic Direction 1: Fostering Connected Relationships

People

Community experts work in partnership to build the capacity of school members to connect with the local and global world.

Strategic Direction 2: Pursuing Personalised Excellence

Purpose

To provide a quality, innovative and differentiated learning environment where staff and students are empowered and supported to achieve their personal best.

Improvement Measures

Improvement measures are achieved by the end of the three-year planning cycle through effective implementation of well selected processes. This may be measured using one or a combination of the following:

- Using 2017 baseline data, increased analysis of data by all staff to drive teaching and learning.
- All staff members authentically engaging in professional learning opportunities.
- An increase in the number of Year 9 students demonstrating improvement in literacy and numeracy.
- Demonstrated evidence of incremental improvement in critical thinking exhibited in the Critical Thinking Skills Test.

People

Students

- Recognise and undertake responsibility to achieve personal goals and develop skills for success in a changing world.
- Primarily focus on personal expectations, goals and success as a means of self-reflection and improvement.
- Interpret and use feedback, personal data, self efficacy perceptions and reflections to implement changes in learning practices.

Staff

- Actively involved in the process of identifying and supporting students to achieve their personal best, and explicitly teaching critical and creative thinking skills
- Engagement in the creation, facilitation and ongoing review of a meaningful professional learning plan that contributes to school priorities.
- Ongoing reflection of and commitment to improved teaching practice

Parents/Carers

- Support and encourage their child in the setting and achievement of their personal and academic goals.

Leaders

- Create meaningful and positive professional development to suit the needs of the school and individuals.
- Develop a coaching and mentoring culture to enhance the capacity of all staff

Processes

- Build capacity in stakeholders to achieve personal best through innovative practice that provide enriching experiences and develop learning skills.
- Build capacity in stakeholders to identify and understand learning progress and subsequently address teaching and learning needs.
- Support performance development through professional learning that focuses on personal goals and school priorities

Evaluation Plan

- Programs and registers
- Observations
- Informal discussion regarding school based practice
- Focus Groups and surveys
- Review of SMART, RAP, NAPLAN, VALID and SENTRAL data
- Award and merit Structure

Practices and Products

Practices

- Innovative curriculum delivery to enhance student skills and empower them to achieve their personal best
- Use of a variety evidence to develop personalised performance to realise the potential of staff and students
- Staff involved in professional learning opportunities that realise school priorities

Products

- A contemporary approach to teaching and learning is demonstrated in high quality curriculum programs, assessment and improved learning outcomes.
- An engaging learning environment to achieve personal best through embedding high expectations, metacognition, peer and self assessment, and future focused skills.
- Shared understanding of the steps to move learning forward and produce independent learners.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence
- All staff engaged in personal growth across all areas of the profession.
- A whole school approach ensures the most effective evidence-based methods optimise learning progress for all students, across the full range of abilities.

Strategic Direction 2: Pursuing Personalised Excellence

People

Community Partners

- Ongoing support to build capacity of staff and students to improve teaching and learning outcomes

Strategic Direction 3: Building Sustainable Success

Purpose

To build the capacity of individuals to enhance all types of wellbeing for sustainable lifelong success.

Improvement Measures

Improvement measures are achieved by the end of the three-year planning cycle through effective implementation of well selected processes. This may be measured using one or a combination of the following:

- Demonstrated evidence of incremental improvement in energy use and recycling practices.
- Decreased numbers of students and staff reporting stress and anxiety issues related to school.
- Yearly evaluation data indicating improved wellbeing and leadership across the school using baseline data.

People

Students

- To advocate, empower and be ambassadors for a sustainable environment.
- Community experts work in partnership to build the capacity of students and use opportunities as a platform to demonstrate, apply and extend leadership capacities.
- Utilise strategies provided to develop mindsets that support individual and collective wellbeing and emotional intelligence.
- Take the initiative and gain access to established support networks in the school.

Staff

- Engage in professional learning to integrate holistic learning strategies into quality programs
- Explicit engagement and role modelling of sustainable environmental practices

Leaders

- Build the capacity of staff and students to understand and take ownership of holistic learning practices.
- Provide opportunities for members of their potential and academic development through the involvement in targeted activities within and beyond the school environment.

Parents/Carers

- Active participation and support to develop the capacity of students and

Processes

- Organising whole school strategies and integrated classroom practices for sustaining the environment
- Implement a whole school integrated approach to wellbeing to connect, succeed and thrive.
- Creating sustainable systems and processes to acknowledge and identify leadership capacity within the school community

Evaluation Plan

- Programs and registers
- Observations
- Student products
- Informal discussion regarding school based practice
- Focus Groups and surveys
- Review of SENTRAL data
- Critical thinking skills test results

Practices and Products

Practices

- Enhancing the local and global environment in which we live and learn
- Enrich wellbeing and develop growth mindsets for all individuals.
- Building the collective leadership capacity of staff and students to sustain success.

Products

- All stakeholders are active owners and contributors to a sustainable environment
- An environmental management plan for sustaining the environment is embedded in school culture
- Enhanced levels of emotional intelligence and growth mindsets are demonstrated across the school and wider community
- Individuals are supported in our caring community that celebrates diversity
- Increased leadership capacity, succession planning and opportunities for staff and students to be involved in whole school initiatives.
- Improved acknowledgement and recognition of the leadership of staff and students and their successful contributions to the community.

Strategic Direction 3: Building Sustainable Success

People
school to realise sustained success. <ul style="list-style-type: none">• Develop an understanding of and value the theories and models of learning that underpin the school's educational philosophy.
Community Partners
<ul style="list-style-type: none">• Community stakeholders work in partnership to build the capacity of school members for sustainable success

2020

Off track

Implementation Delayed

On track