

# School plan 2018-2020

## Engadine High School 8432



# School background 2018–2020

## School vision statement

Our school's mission statement is, "educational excellence and opportunities in a safe, nurturing environment".

The following statements summarise our vision for graduates as a result of six years of schooling at Engadine High School.

Students will:

- be confident and empowered life-long learners who love and value learning;
- be discerning and agile, creative and critical thinkers;
- be reflective and resilient;
- take responsibility for their own learning;
- be respectful, humane, and empathetic global citizens;

## School context

Engadine High School is a comprehensive high school located 45 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, social justice, 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, science and sustainability with local schools ensures that the transition to high school is seamless.

We have a dynamic Support Unit that caters for students in 2 IM and 2 IO classes.

Our students consistently achieve excellent results in NAPLAN and the HSC. We are currently embedding programs that challenge our more able students to excel. Excellent HSC results from 2017 indicate that our work in this area is making a critical difference, however, our intention is to continue this emphasis 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 careers. Professional learning focuses on enhancing collective teacher efficacy through agile leadership; differentiation to cater for all students' learning needs and potential; literacy and numeracy; innovative pedagogies for flexible learning spaces, using technology to enhance learning experiences.

## School planning process

In 2017, a comprehensive and consultative planning approach was undertaken to review current practice and determine future directions.

Existing evidence including:

- external data including NAPLAN and HSC
- TTFM survey results from students, parents and teachers 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
- qualitative evaluations of 2015–2017 school plan by project leaders

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

1. Student Learning – literacy; numeracy; GaT; Positive Connections
2. Teacher Learning – Collaborative growth and leadership.
3. School Learning – Community connections, Indigenous culture, transitions.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

To build critical and creative thinkers who can effectively communicate

### Purpose:

- To challenge all students to engage in critical and creative thinking, and develop their resilience and agility, to prepare them for the future
- To equip all students with literacy and numeracy skills and the confidence to apply them in a relevant and sustained way

## STRATEGIC DIRECTION 2

To facilitate collaborative growth and collective efficacy of teachers

### Purpose:

- To empower teachers to engage students in quality, future-focused learning that meets their needs
- Teachers embrace a culture of professional growth and change that is collaborative, contextual and differentiated

## STRATEGIC DIRECTION 3

To promote a culture of positive values, inclusivity, and collaborative partnerships

### Purpose:

- To build on and maintain a community culture that collaborates, connects, and values the contributions and interactions of stakeholders
- Continue to develop the capacity of the school community to support students' successful transition.

# Strategic Direction 1: To build critical and creative thinkers who can effectively communicate

## Purpose

- To challenge all students to engage in critical and creative thinking, and develop their resilience and agility, to prepare them for the future
- To equip all students with literacy and numeracy skills and the confidence to apply them in a relevant and sustained way

## Improvement Measures

Increased percentage of students achieving value-added growth as per NAPLAN data.

Tell Them From Me surveys indicate an increased proportion of students' understand the relevancy and connectedness of learning.

Increased engagement and achievement of students identified as gifted and talented.

## People

### Students

- Build knowledge, skills and self-efficacy in reading, writing and numeracy
- Enhance positive connections, and a sense of belonging to the school.
- Develop critical and creative thinking skills that are specific to their needs, particularly identified gifted and talented students.

### Staff

- Work collaboratively within and across KLAs to explicitly teach differentiated literacy and numeracy strategies across stages.
- Develop skills to cater for the needs of Gifted and Talented students through professional learning.
- Work collaboratively to support students' positive connections to the school.

### Leaders

- Work in collaboration staff to coordinate programs targeting student learning and wellbeing.

### Parents/Carers

- Are informed about and supportive of the high expectations of the school in order to foster positive working relationships.

## Processes

*Gifted and Talented:* Identification of gifted students, guided by relevant research, and the implementation of pedagogy that meets their needs.

*Literacy and Numeracy:* Collaborative learning for staff to continue embedding and sharing explicit literacy and numeracy teaching practices.

*Positive Connections to School:* To develop students' social and emotional skills in order to support learning and maximise student social and academic engagement through a culture of positive values and respect

## Evaluation Plan

## Practices and Products

### Practices

*Gifted and Talented:* Differentiated curriculum is delivered to cater for the learning needs of identified GaT students.

*Literacy and Numeracy:* Teaching and learning practices utilise a range of literacy and numeracy strategies.

*Positive Connections to School:* Comprehensive review of existing wellbeing practices and procedures, including a renewed behaviour management and reward system.

### Products

*Gifted and Talented:* Identified Ga students achieve at a level which is commensurate with their ability.

*Literacy and Numeracy:* Significant development of students' literacy and numeracy skills and capacity to apply these in their learning.

*Positive Connections to School:* An evidence-based wellbeing process is created and responds to the needs of students.

## Strategic Direction 2: To facilitate collaborative growth and collective efficacy of teachers

Purpose	People	Processes	Practices and Products
<ul style="list-style-type: none"> <li>To empower teachers to engage students in quality, future-focused learning that meets their needs</li> <li>Teachers embrace a culture of professional growth and change that is collaborative, contextual and differentiated</li> </ul>	<p><b>Staff</b></p> <p><i>Pre-service Teachers:</i> Teachers are provided with support and learning opportunities to engage undergraduate teachers in meaningful professional experiences.</p>	<p><i>Leadership Growth:</i> growth is supported by a range of targeted professional learning opportunities that provide teachers with the skills and experiences necessary in various leadership roles within the school and/or accreditation (including Three Rivers, Executive PL, Leadership Workshops).</p>	<p><b>Practices</b></p> <p>Professional learning is systematic, collaborative, evidence informed, differentiated to the needs of teachers and evaluated through the Professional Learning Team.</p>
Improvement Measures	<p><b>Staff</b></p> <p><i>Graduate Teachers:</i> Graduate teachers embrace the school professional culture in a way that supports learning and wellbeing.</p>	<p><i>Differentiated Professional Learning:</i> A whole school structured approach ensures relevant, meaningful and collaborative relationships are accessible for teachers to professionally grow (including Quality Teaching Rounds, PDF processes and Action Learning/Research Teams). This approach will build the collective efficacy of all staff.</p>	<p>Targeted opportunities are provided for teaching staff to develop their knowledge and understanding of leadership, through learning, collaborative relationships and experiences.</p>
Increased engagement of teachers in the professional learning culture.	<p><b>Staff</b></p> <p><i>Teachers at All Career Stages:</i> Developing the skills and knowledge of teachers in pedagogy, technology, and uses of space through collaborative professional growth.</p>	<p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>Structured, regular team meetings to reflect on milestones</li> <li>Work samples of pedagogy, technology, and uses of space across KLAS linked to professional learning undertaken.</li> <li>Impact and growth measured through observational rounds.</li> <li>Tell Them From Me survey data</li> <li>Focus groups (interviews etc)</li> </ul>	<p><b>Products</b></p> <p>Collaborative teacher growth through the positive engagement of staff in professional differentiated learning opportunities.</p>
An increase in teachers identifying goals at the higher levels of accreditation.	<p><b>Staff</b></p> <p><i>Aspiring Leaders:</i> Develop the skills to influence the practices of colleagues through instructional leadership, learning, and/or accreditation.</p>		<p>Staff have purposeful leadership roles relevant to their aspiration and/or expertise.</p>
An increase in students engaged in future focused learning experiences.	<p><b>Leaders</b></p> <p><i>Executive Team:</i> The Executive Team utilise an agile growth mindset to enhance the skills of self and others.</p>		
	<p><b>Parents/Carers</b></p> <p>Parents and carers have an informed understanding of professional practice across the school.</p>		

# Strategic Direction 3: To promote a culture of positive values, inclusivity, and collaborative partnerships

Purpose	People	Processes	Practices and Products
<ul style="list-style-type: none"> <li>To build on and maintain a community culture that collaborates, connects, and values the contributions and interactions of stakeholders</li> <li>Continue to develop the capacity of the school community to support students' successful transition.</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>Develop an understanding and value our indigenous culture and histories.</li> <li>Develop the skills to successfully transition to and from the high school setting.</li> <li>Feel their contributions to the school culture are valued.</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>Strengthen relationships across the school to connect, develop and share our school values.</li> <li>Strengthen staff capability to deliver a culture of inclusivity around our school initiatives.</li> </ul> <p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>Support staff through the implementation of projects that build collaborative partnerships.</li> <li>Develop whole school vision to build collegiality and collective efficacy of broader community.</li> </ul> <p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>Improve parent access to information about the school's communication platforms.</li> <li>Have a deep understanding of the positive values of the school and feel their contributions are value across a range of projects.</li> </ul>	<p><b>Celebration of Indigenous Culture:</b> Identify sources of expertise within our school community, and initiate further opportunities to create positive connections between the school and the Indigenous community.</p> <p><b>Community Connections:</b> Our school culture collaborates, connects and values the contributions of the whole school community to public education across a range of events, including but not limited to the 50th Anniversary celebration in 2019., and a revisit of our Beliefs about Learning.</p> <p><b>Transitions:</b> Staff, parents and students will work together to build strong partnerships that enable success for students both entering and exiting the school.</p> <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>Regular, structured team meetings to reflect milestones.</li> <li>Tell Them From Me survey – staff, parents, and students.</li> <li>Feedback from students involved in Indigenous connections and activities.</li> <li>Survey data offered to students exiting the school.</li> <li>Year 7 parent survey</li> <li>Linkages data and feedback</li> </ul>	<p><b>Practices</b></p> <p>Regular information and training sessions are provided to school community.</p> <p>Promoting and celebrating with a range of communication platforms to encourage community involvement in inclusive, collaborative partnerships.</p> <p>School decisions making processes, where appropriate, encourage consultation with the local community.</p> <p><b>Products</b></p> <p>The school is recognised as excellent and responsive by its community.</p> <p>A cohesive and positive school community where shared school-wide responsibility for promoting and valuing indigenous culture is evident.</p> <p>Community members are actively involved in developing and facilitating opportunities for students and the school.</p>
Improvement Measures			
Increased engagement and participation of community members in leadership, volunteering, mentoring, and coaching opportunities for students.			
An increased understanding and valuing of our Indigenous culture and histories by all students, staff, parents and the community.			