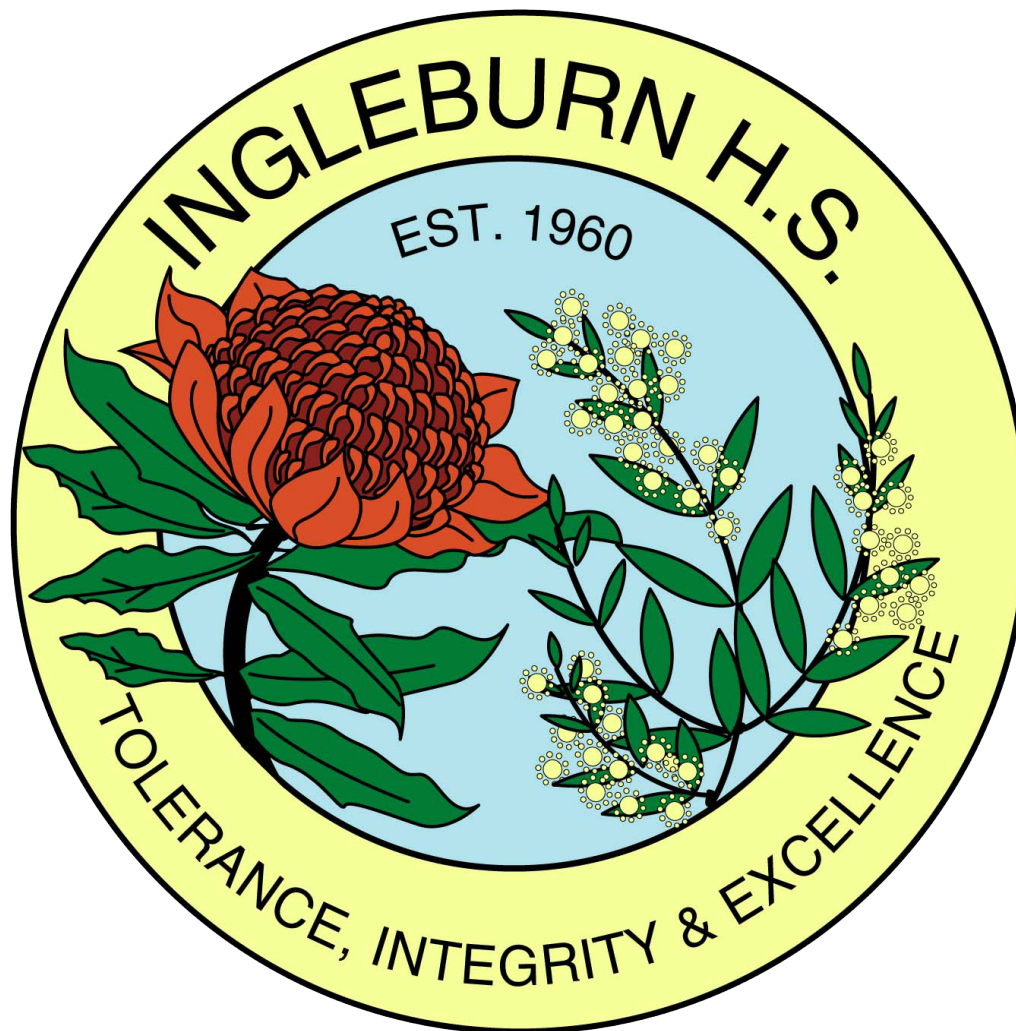


School plan 2018-2020

Ingleburn High School 8262



School background 2018–2020

School vision statement

Ingleburn High School's vision is to provide a safe and stimulating environment where students are empowered to be safe, responsible, independent, respectful and self-motivated individuals to positively contribute in an ever-changing world.

This will be delivered by a professional and highly motivated staff, in partnership with all community stakeholders to ensure we meet high educational standards whilst building leadership capacity for all.

School context

Ingleburn High School is a co-educational comprehensive school which services the needs and aspirations of a diverse multi-cultural urban population. The school enrolment is currently at 660, including 49 Aboriginal and Torres Strait Islander students and 40% of the school population being from a non-English speaking background. The school has a support unit of three classes (one for students with moderate intellectual disabilities, one for students with autism, and one multi-categorical class).

The school motto is Tolerance, Integrity and Excellence. These character traits are nurtured and fostered in a caring and supportive learning environment. Ingleburn High School aims to provide broad-based educational experiences that are both relevant and challenging in cooperative classrooms. Students are encouraged at all times to take responsibility for their own academic and social learning, extending their own abilities and interests so that they can reach their potential and make valuable contributions toward Australian society. The school continues to build a vibrant learning community focusing on student achievement, community connections, teaching practice and opportunity.

School planning process

All stakeholders were invited to have input in the school's future directions and planning through a range of strategies including surveys, meetings and open discussions. All responses were tallied and were used as a vehicle for the schools vision. Specifically the following strategies were used:

- Discussion at P&C
- Executive meeting – new planning tool PD activity
- Executive team attending PPA School Planning T&D
- First staff meeting – New planning tool presentation
- Faculty meetings discussion focusing on the 3 strategic priorities for the school
- P&C follow up from school discussions
- Senior Executive meetings and Principal's planning sessions
- Regular updates at staff, executive, faculty and P&C meetings.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 High Expectations

Purpose:

To develop in all students, the value of high expectations, ensuring that we facilitate the necessary skills sets for students to be life-long learners who strive to achieve their best in their educational, employment and personal endeavours. This is to be achieved through the development of student literacy and numeracy skills to ensure that students are prepared to face the challenges in an ever-changing technological world.



STRATEGIC DIRECTION 2 Inspired Teaching

Purpose:

To work collegially to develop and share innovative and diverse professional practices that make learning visible to the school community. These practices will be relevant, engaging and significantly improve the learning outcomes of all students. IH teachers are highly motivated with a passion to inspire and take responsibility for their professional development to ensure student success.



STRATEGIC DIRECTION 3 Feedback for Success

Purpose:

To develop and nurture a school community which values building leadership capacity, providing opportunities for effective feedback on student, staff and community school performance that drive a continuous focus on school excellence in teaching and learning.

Strategic Direction 1: High Expectations

Purpose

To develop in all students, the value of high expectations, ensuring that we facilitate the necessary skillssets for students to be life-long learners who strive to achieve their best in their educational, employment and personal endeavours. This is to be achieved through the development of student literacy and numeracy skills to ensure that students are prepared to face the challenges in an ever-changing technological world.

Improvement Measures

Increase in the number of students in Bands 3 and above in all HSC subjects by 2020.

Increase the number of students achieving in the top two bands in NAPLAN.

An increased number of students shows the recommended year's growth to one year's learning using school and external data.

Improved whole school attendance.

People

Students

How do we develop capabilities of our people to bring about transformation?

Students:

Students will improve their writing skills through targeted teaching and reflected practice.

Staff

Acceptance of a common approach to teaching writing across the school for consistency of practice.

Parents/Carers

Parents and the school have a common understanding of what high expectations look like in their students' learning.

Community Partners

There is a shared understanding and promotion of high expectations and writing improvement practices across the school within the community in which they live.

Leaders

Provide a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self-evaluation and sharing of new and improved professional practice.

Processes

How do we do this and how will we know?

By:

Embedding 'I Can' statements and tracking planning and programming documents in all faculties which allow them to target relevant literacy outcomes in each unit of work taught.

PEEL/ALARM writing strategies embedded in faculty teaching and learning programs.

Establish base-line data for all students in literacy using external data each year to give an ongoing snapshot of year on year growth

Authentic assessments practices are used to inform teaching and learning within the classroom.

Evaluation Plan

Evaluation plan

A faculty evaluation protocol to continue on a rotational basis.

Timely, frequent and improvement-focused feedback support teachers' efforts to improve their practices and career goals, implemented via the PDP processes.

Development of a literacy strategy to showcase student and teacher practice through a stronger social media platform with hints and tips, student work, useful links, App of the Week.

Practices and Products

Practices

Embedding of I Can, PEEL and ALARM Writing for Success projects into in all teaching and learning programs.

Programs are adjusted on a yearly basis using external data and Learning Progressions data, including EAL/D, to inform change.

Systematic and regular evaluation of learning and teaching is undertaken, with feedback informing future planning.

Products

Improved levels of student engagement resulting in an upward trend in HSC data from low to higher bands.

All programs are differentiated for student abilities and learning styles, catering to the diversity of all students' individual needs.

Faculty programs, classroom observations and student feedback demonstrate faculty contributions to IHS-wide teaching of literacy and numeracy are reviewed through the faculty evaluation protocols developed.

Strategic Direction 2: Inspired Teaching

Purpose

To work collegially to develop and share innovative and diverse professional practices that make learning visible to the school community. These practices will be relevant, engaging and significantly improve the learning outcomes of all students. IHSteachers are highly motivated with a passion to inspire and take responsibility for their professional development to ensure student success.

Improvement Measures

Increase in number of students in becoming assessment capable learners.

The school community can clearly articulate the dispositions displayed by successful learners and teachers.

Increase in teacher lesson observations and peer feedback of teacher practice to enhance teaching and learning.

People

Students

All students develop the skills and knowledge to become assessment-capable learners.

Students will develop skills to be able to understand and verbalise what a successful learner is across all Key Learning Areas.

Staff

All staff have a shared understanding and input into the development of teachers' and students' dispositions that support success.

Teaching staff have a common understanding of what successful teaching looks like within each faculty.

Parents/Carers

Parents understand what an effective learner looks like and how they can best support their child's learning using lesson success criteria.

Community Partners

We will draw upon expertise in the community to enhance the teaching and learning culture.

Leaders

Senior Executive provides a strategic professional learning plan to communicate clear and consistent expectations in all aspects of Visible Learning practice.

Processes

Structured Executive observations of lessons being taught using learning intentions and success criteria.

Student work samples and assessments will show and provide opportunities for students to self-assess work against set criteria.

The school community will be able to effectively describe successful learning and teaching using the school agreed dispositions.

Social media used to promote student achievements, work samples and leadership experiences.

Evaluation Plan

Access to quality parent and student feedback via formal and informal surveys, including Tell Them From Me, exit surveys, focus groups.

Timely and ongoing evaluation of whole school programming and assessment practices by faculties.

School data teams conduct regular evaluation of school data to inform change of practice.

Practices and Products

Practices

A strengthened academic culture amongst staff and students, with a particular focus on students' ownership of their learning.

Embedding of visible learning pedagogy in all teaching and learning programs.

Creation of a vibrant, engaging and stimulating classroom environment.

Products

Students will use learning intentions and success criteria to make judgements to become assessment-ready and capable learners.

Students can identify dispositions of learning and effectively evaluate their practices and mindsets.

Staff teaching practices become consistent in delivering high quality engaging lessons.

Strategic Direction 3: Feedback for Success

Purpose

To develop and nurture a school community which values building leadership capacity, providing opportunities for effective feedback on student, staff and community school performance that drive a continuous focus on school excellence in teaching and learning.

Improvement Measures

Teacher practice using the QTR data shows continued improvement against the Australian Professional Teaching Standards.

An increased number of community members to participate in special interest and community groups within the P&C.

Increase in students' and parents' participation in school decision-making to support leadership and wellbeing.

People

Students

All students are willing to give and receive feedback about their learning.

Staff

All staff are actively engaged in giving and receiving feedback on teacher practice and school procedures and processes.

Parents/Carers

Parents to be actively engaged in whole school policy procedure and practices by providing quality feedback.

Community Partners

The school will build connective and positive sustainable relationships with all of our community partners to develop systematic feedback to improve all communications.

Leaders

The executive leadership team to work with the local community in building networks of opportunity for quality feedback that will support our teaching and learning programs.

Processes

Embed QTR into the school Professional Learning Plan by ongoing QTF training via Teaching Standards in Action.

Staff adhere to DoE requirements for the PDP process.

Lesson observation pro-forma tied to school Professional Learning initiatives.

Parent information sessions and workshops about the whole school programs.

Maintain established partner school transition programs and refine where necessary.

Whole school programs to be developed to facilitate student voice, resilience, student satisfaction and engagement through strategies, resulting in individual and collective wellbeing.

Evaluation Plan

QTR data will be analysed to measure staff engagement and program success.

Access to quality parent and student feedback via formal and informal surveys, including Tell Them From Me, exit surveys, parent focus groups.

All faculties' T&L programs meet NESA audit requirements through a continual cycle of improvement.

Staff PDP's will be measured against the teaching and higher levels of accreditation.

Practices and Products

Practices

QTR team continually assesses teacher practice and collaboratively work with staff to improve teacher performance.

Parent expertise and cultural groups data base to be developed to utilise their feedback on relevant school initiatives.

Regular feedback from the school community informs the development of programs and initiatives that improve student access to both leadership and wellbeing support

Transition programs both in and out of school support all students to reach their learning goals and reduce anxiety by developing improved relationships between partner primary schools and other outside agencies.

Products

Improved teaching practice shown against the Quality Teaching Framework.

The school provides opportunities for the establishment of predominantly cultural and LBOTE interest groups within the P&C.

Whole school feedback processes are valued and acted upon.

Transition programs support success of all students.