School plan 2015 – 2017

St Clair High School – 8571 2016 Update

Student Learning

Professional learning and building capacity at all levels

School Well-Being
## School vision statement
St Clair High School represents the best of public education. It features:
- quality, experienced teaching staff who are experts in their teaching area and skilled in providing engaging, student-centred lessons;
- innovative school leadership which enhances student learning opportunities and outcomes;
- administrative and support staff who take pride in their work and the role they play in assisting the school to deliver quality educational programs;
- students who not only look good, but who are proud of their school;
- a school where high achievement is expected and realised;
- and a school where parent and community involvement is welcomed and encouraged.

There is a strong focus upon the development of teaching and leadership capabilities of all staff as this is central to the school’s capacity to provide an outstanding academic and social environment for the students.

The concept of "Personal Best" will provide the foundation for the school. It is a concept which applies to every individual and team in the school and which embeds the process of continuous improvement into the operation of the school at every level.

## School context
St Clair High School is situated in the western suburbs of Sydney. Established in 1985 and taking up the present site in 1987, the school will, in 2015, have completed 29 years of delivering high quality education to the St Clair community.

With an expected enrolment of 810 in 2015, the School maintains a strong reputation as a provider of quality educational programs, thus attracting a high proportion of students from local and nearby primary schools (both public and private). It is this reputation that the school has built up over the past decades and which will be enhanced further in the years to come.

Our fundamental goal is to equip individuals with the capacity to learn how to learn in a constantly changing environment. In doing so, they will be empowered through their learning to maximise their individual potential and to contribute meaningfully to our society.

St Clair High School is proud to be a Public School in NSW and aims to provide:
- Quality programs in teaching and learning, welfare and social skills,
- A broad curriculum as a vehicle for the development of key competencies,
- A well-resourced environment that stimulates, engages and extends each student’s ability and desire to learn, whilst achieving their personal best,
- Preparation to participate in a variety of post school options, including both employment and continuing education.

## School planning process
Extensive consultation is central to the school planning process.

Our Parent and Community body reviews the school’s achievements on an annual basis and monitors trends of improvement and areas of concern from year to year. This process has occurred for the past 6 years and now provides valuable longitudinal data.

Annual financial reports are analysed, along with school directions. The P&C discusses and endorses the key areas for resourcing in the lead up to each school year.

The Student Representative Council is active and informed and provides feedback on many school initiatives.

The staff spends significant amounts of time in work teams, as well as at our three annual weekend conferences, establishing our goals and refining our processes in achieving those goals. Benchmark data on performance across a wide range of areas is gathered and evaluated, and is used for the purpose of informing future directions and establishing new targets.

The school plan is a product of the discussions outlined above involving all three key stakeholder groups.
Purpose:
Our school will provide an environment in which every student will learn, grow and be equipped with the skills, knowledge, values and capabilities to enable them to lead fulfilling lives. We will provide the foundation from which every student will understand the significance of, and have a determination to access, life-long learning opportunities.

Purpose:
We will deliver a highly strategic approach to professional learning which will improve staff capabilities to deliver innovative teaching practices, improved pedagogy and improved learning outcomes. Professional learning will extend beyond the school to ensure capacity is built into the public education system.

Purpose:
The well-being of staff and students is at the heart of a healthy school and a productive society. Respectful relationships at all levels underpin mental health and when our school and its community work together we can ensure our students are better equipped to cope with the everyday demands of life at school and beyond it. In order to be successful in this area we need to be proactive in ensuring the well-being of;
- Students
- Staff
- Our whole school and its place in our community
### Strategic Direction 1: Student learning

#### Purpose

Our school will provide an environment in which every student will learn, grow and be equipped with the skills, knowledge, values and capabilities to enable them to lead fulfilling lives. We will provide the foundation from which every student will understand the significance of, and have a determination to access, life long learning opportunities.

#### Improvement Measures

- Increase the percentage of all students in the top two NAPLAN bands for reading and numeracy by 8% by 2019.
- Increase the value added performance for all students in external testing.
- Reduce the number of students performing at or below the national minimum standard for Literacy and Numeracy.
- Increase the proportion of students who complete their HSC at SCHS.
- Increase the performance of 100% of Indigenous students, through the development and implementation of PLP’s.
- Increase the percentage of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019.

#### People

Teachers will be expected to:

- Engage in professional learning that supports the capacity of staff to deliver high quality learning experiences that value a contemporary learning environment.
- Design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity.
- Develop knowledge and confidence in a range of diverse strategies to support differentiation of the curriculum.
- Develop learning environments that are challenging and future focused.

Students will be expected to:

- Actively engage in their own learning based on high expectations and a commitment to achieving ‘personal best’.
- Understand and utilise assessment of their learning.

Parents will be expected to:

- Recognise their child’s strengths, achievements and needs.
- Support, be aware of and be involved in their children’s learning.
- Encourage students to work in a collaborative partnership and to be aware of the learning opportunities available to students in the school.

#### Processes

- Develop school facilities that enable the delivery of innovative, effective and contemporary pedagogy.
- Provide a high quality, diverse curriculum for all students, including assessment and reporting procedures.
- Provide comprehensive support for students in Literacy and Numeracy.
- Develop processes within the STEPS Learning Community to identify, monitor and grow student capabilities at critical transition points.
- To explore and develop possibilities for the concept of Project Based Learning.
- Design and implement a senior school transition project to ensure that students entering the senior school are provided with support for their learning.

#### Products and Practices

- Increase the value added performance for all students in external testing.
- Increase the number of students performing at or above the national minimum standard for Literacy and Numeracy.
- Yr 9 benchmark data in 2015 shows Reading 84%, Writing 69%, Spelling 94%, Grammar and punctuation 86% and Numeracy 96%. By the end of 2017 or goal is: Reading 90%, Writing 80%, Spelling 98%, Grammar and punctuation 90% and Numeracy 99%.
- All Aboriginal students will have PLP’s that are designed to reflect their needs and support them in a learning environment that honours their culture and individual needs, resulting in an increased performance of all in external testing.
- Continual student growth is evident through school based data and consistent feedback on assessment processes.
- Members of the school community engage in the process of design and building of an innovative teaching and learning space that utilises the concept of architecture shaping learning behaviour.
- Increased numbers of students completing HSC at St Clair HS, engaging with a diverse range of pathways to lifelong learning.

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*Evaluation Plan:*

- Monitoring of all external data
- Creation of and monitoring of progress on ATSI PLPs.
- Monitoring of retention rates and subject selection patterns.
- Review and monitor teacher programs and practice.
- Monitoring and review of authentic assessment.
- Implementation and evaluation of Project Based Learning pedagogy.
Strategic Direction 2: Professional learning and building capacity at all levels

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<tbody>
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<td>We will deliver a highly strategic approach to professional learning which will improve staff capabilities to deliver innovative teaching practices, improved pedagogy and improved learning outcomes. Professional learning will extend beyond the school to ensure capacity is built into the public education system.</td>
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<th>Improvement Measures</th>
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<tr>
<td>- Recruit, develop and retain quality teachers in our classrooms.</td>
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<td>- Utilise the Australian Teaching Standards, Australian Principal Standard and Profiles, and Principal Certification to inform leadership development programs.</td>
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<td>- Improve performance and development processes for all staff.</td>
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<td>- The leadership team demonstrates leadership, promoting and modelling effective, evidence based practice with 10% completing accreditation at the higher stages of BOSTES accreditation.</td>
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<td>All staff will be expected to:</td>
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<td>- Develop personalised professional learning plans that assist accreditation at the levels of Proficient, Accomplished, Lead or Principal Standards.</td>
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<td>- Engage in differentiated professional learning programs that enable them to meet the targets of that plan.</td>
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<td>- Engage in processes to develop sustainable leadership patterns and develop leadership capacities at all levels.</td>
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<td>- Engage in regular reflective practices, using formal and informal processes to develop their practice.</td>
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<td>- Monitor and evidence their professional growth.</td>
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<td>- Embrace the belief that effective practices are based on collaboration, reflection and a commitment to quality pedagogy.</td>
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The leadership team will be expected to: |
| - Maintain its status as a BOSTES endorsed provider. |
| Parents will be expected to: |
| - Work with staff to communicate support for the school vision and to engage in discussions about learning in the contemporary age. |

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<td>- Develop a differentiated professional learning model, that provides evidence samples of teacher capability at each level of the National Teaching Standards – Proficient, Highly Accomplished, Lead, Principal.</td>
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<td>- Develop a targeted program to promote the development of leadership capacity – Inspiring Leaders.</td>
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<td>- Create systems for the development of personal professional learning plans, including mechanisms to engage in a wide variety of PL opportunities, both internal and external to the school.</td>
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<td>- Continued development of ongoing, effective and collaborative links with the STEPS Community of schools, targeting the sharing of professional learning.</td>
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<td>Evaluation Plan:</td>
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<td>- Monitoring and review of teaching programs to evaluate effectiveness of PL.</td>
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<td>- Evaluation of all PL, including participation patterns and processes for sharing.</td>
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<td>- Monitoring of progress towards PLP completion and achievement of goals for all staff.</td>
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<td>- Monitoring of accreditation processes at all levels.</td>
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<td>- Recruit, develop and retain quality teachers in our classrooms.</td>
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<td>- Strengthen teacher induction and early years professional learning programs.</td>
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<td>- Utilise the Australian Principal Standard to inform leadership development programs, with at least 15 staff partaking in the Inspiring Leaders Program.</td>
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<td>- Improve performance and development processes for all staff, by working collaboratively to develop and implement meaningful personal professional learning plans for 100% of staff.</td>
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<td>- Staff have evidence to demonstrate their progress towards personal goals and whole school strategic directions.</td>
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<td>- 100% of staff are accredited under the National Teaching Standards by the end of 2017 at the appropriate level, in line with the GTIL discussion paper.</td>
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<td>- 100% of TPL Tied funds are expended on activities related to the achievement of the milestones of the school plan.</td>
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<td>- Enhanced capacity of all teachers to deliver programs that reflect priority areas around literacy, numeracy, ICT and the General Capabilities. By the end of 2017, every Faculty has reviewed its programs to ensure incorporation of Literacy and Numeracy strategies in line with literacy/numeracy continuums and the General Capabilities framework.</td>
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<td>- 100% of staff will participate in school based professional learning.</td>
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<td>- 100% of staff will partake in at least one external Professional Learning opportunity per year.</td>
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### Strategic Direction 3: School wellbeing

**Purpose**
The well-being of staff and students is at the heart of a healthy school and a productive society.
Respectful relationships at all levels underpin mental health and when our school and its community work together we can ensure our students are better equipped to cope with the everyday demands of life at school and beyond it. In order to be successful in this area we need to be proactive in ensuring the well-being of:
- Students
- Staff
- Our whole school and its place in our community

**Improvement Measures**

- Monitor RAM Equity funding to ensure it is meeting the needs of all targeted students.
- 100% of staff compliant with mandatory training in strategies to ensure a safe workplace.
- Promote and provide training to build respect, equity and diversity in our school.
- Identify and develop opportunities for community organisations to utilise our school facilities.
- 100% of students identified for Learning Assistance will access resources and support.
- Provide regular communication for our parents and community.
- To increase parent participation in P and C initiatives by 10% - Implement strategies to strengthen parental engagement in our school.

**People**

- All students will be expected to:
  - Engage in developing an understanding of their personal well-being and emotional health as an important part of their education and development as young adults.
  - Engage in opportunities and programs to embed resilience, social intelligence, confidence, proactive leadership behaviours.
  - Engage with the general capabilities to shape their understanding of global citizenship and learning beyond the classroom.

- All staff will be expected to:
  - seek support and guidance to access agencies and resources to best support students.
  - monitor and respond to individual student needs.

- All parents will be expected to:
  - be more informed about their child’s social curriculum, providing greater opportunity for them to engage with the school.

- All Community partners will be expected to:
  - engage with the school community in a way that fosters mutual respect and support for the school’s core business, whilst recognising the importance of a wide range of extra-curricular activities.

**Processes**

- Develop structures for regular reflection and evaluation of whole school wellbeing, including the maintenance of transparent structures for mandatory requirements.
- Develop and utilise effective communication strategies to build a deeper sense of collaboration between school and community.
- Create opportunities for community members to take part in school initiatives, professional learning and decisions making.
- Provide clear and consistent procedures for students to access support services in all areas of school life.
- Implement an attendance plan to ensure increased attendance rates reflective of improved engagement and systems.

**Evaluation Plan:**

- Monitoring of attendance data including lateness and truancy.
- Monitoring of LST data to evaluate support structures.
- Regular surveys to assess wellbeing.
- Monitoring of patterns of engagement in all school activities.
- Monitoring trends in use of communication strategies.

**Products and Practices**

- Monitor RAM Equity funding to ensure it is meeting the needs of all targeted students. Incorporation of RAM funding initiatives into the school plan milestones with regular evaluation.
- Collaborate with staff in establishing and maintaining a safe workplace.
- Identify and develop opportunities for community organisations to utilise school facilities.
- Provide effective communication for parents and community, whilst implementing strategies to strengthen parental engagement in our school.
- Engage all students in welfare programs that are strategically planned to the needs of each cohort and that the programs are guided by the General Capabilities to ensure students become successful learners, confident and creative individuals, and active and informed citizens.
- Visible parent involvement in a variety of school initiatives, including P&C events.
- The year 7—10 attendance rate is 88.7% which is approximately 1.5% lower than the State mean. The year 11—12 attendance rate is 86.27% which is approximately 4% below the State mean. By the end of 2017 attendance rates for both groupings of students will be 91%, demonstrative of quality engagement in all aspects of school life.
- Implement streamlined processes for learning support team to identify and respond to needs of all students, supporting staff with the requirements of the NCCD and EALD.