

School plan 2018-2020

South Sydney High School 8545



**SOUTH SYDNEY
HIGH SCHOOL**

School background 2018–2020

School vision statement

Our school is an inclusive learning community that inspires innovation, success, pride and a sense of belonging for all. We provide a future focused, academically challenging learning environment that allows students to strive for excellence. We foster resilience, responsibility and success in academic, creative, cultural and sporting endeavours to develop students into active, respectful, adaptable and informed global citizens.

School context

South Sydney High School is a proud co-educational school situated in Maroubra. It provides diverse educational programs which allow individuals the opportunity to reach their full potential. Staff are dedicated to catering to the individual learning needs of all students and acknowledging their connections to culture and community. The school offers a well-rounded, balanced education that offers outstanding opportunities through to the HSC and beyond. Co-curricular activities include: an extensive music program, a dynamic Student Representative Council (SRC), Homework Club, Gifted and Talented Program, an established volunteering program, Beacon Opportunity Programs, enrichment opportunities in art, drama and public speaking and a purpose designed Student Services Centre. South Sydney High School participates in a range of knockout competitions and recreational sport in the summer and winter seasons. Care, opportunity and success underpin our philosophy at South Sydney High School. These values are reflected in the relationships between students, teachers and parents, the learning environment and school systems.

School planning process

The first step in the development of the school plan was to evaluate the existing school plan. Results from the External Validation conducted in 2017 and the revised School Excellence Framework also informed updates for the new school plan. Staff, students and parents identified the main areas for improvement and this feedback was conducted in small focus groups. This information was then collated and grouped into key areas of school life. As a result of staff consultation, it was decided to keep the existing three strategic directions as they continue to be relevant for the next three years. The executive team used various forms of data and feedback to develop the core areas in each strategic direction. The school vision statement was discussed and re-worked to suit the next three years of school life and worked into a draft statement. P&C meetings and teacher professional learning sessions were used to further develop the strategic directions and purpose statements for each strategic direction. The executive team used the information gathered from this consultation process to collate the processes, product and practices. At each stage, the plan was distributed to all staff, student focus groups and the P&C for comment and feedback.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality Teaching and Learning

Purpose:

Developing a future focused learning culture that strengthens literacy and numeracy skills for all students in a learning environment of high expectations. Innovative classroom practices provide opportunities for students to engage in cross curricular projects and utilise flexible learning spaces. Teaching and learning programs are differentiated to meet the needs of a diverse range of learners, including those requiring additional support and increased challenges. Teachers use a range of formative assessment strategies to inform their teaching and provide quality feedback to students in a timely manner.

STRATEGIC DIRECTION 2

Quality Relationships and
Connections

Purpose:

Strategic and planned wellbeing systems support an effective learning environment for a diverse range of students. Behaviour expectations are developed in consultation with students, parents and teachers. These expectations are applied consistently across the school. Data is collected to monitor, modify and refine whole school wellbeing processes and ensure optimum conditions for learning. Individual learning needs are identified through a range of programs, including: Year 6–7 transition, school to work pathways and learning support program.

STRATEGIC DIRECTION 3

Quality Systems

Purpose:

Management processes and practices are responsive to the changing needs of the learning community. School systems are able to respond to emerging practices in a range of areas, including: teacher accreditation, professional learning, minimum standards. Student reports such as Individual Education Plans, Personal Learning Plans for Aboriginal students and credential monitoring will provide teachers, students and parents with personalised information about student learning progress and meeting future learning goals. The school will use a centralised portal system which will allow parents access to information about attendance, student learning, policies and procedures and learning goals.

Strategic Direction 1: Quality Teaching and Learning

Purpose

Developing a future focused learning culture that strengthens literacy and numeracy skills for all students in a learning environment of high expectations. Innovative classroom practices provide opportunities for students to engage in cross curricular projects and utilise flexible learning spaces. Teaching and learning programs are differentiated to meet the needs of a diverse range of learners, including those requiring additional support and increased challenges. Teachers use a range of formative assessment strategies to inform their teaching and provide quality feedback to students in a timely manner.

Improvement Measures

NAPLAN results show 80% of students meet or exceed expected growth.

100% staff access TPL around literacy and numeracy progressions.

100% of all faculties have differentiated teaching and learning programs, including assessment tasks, one in each stage, 4, 5 and 6. Literacy and numeracy strategies are embedded in programs.

Pre and post testing of targeted Year 7 and Year 8 students shows growth in reading.

Review current formative assessment strategies across all faculties. Develop, document and share successful practices and protocols.

People

Students

Every student develops the capacity to fully engage with an appropriate curriculum pathway and track their progress. Students attain school's expectations for success at all stages of schooling.

Staff

Teaching staff are supported to change professional practice to improve student learning outcomes. Capacity is built through a dynamic, quality professional learning program underpinned by the PADF and SSHS Professional Learning Plan and focusing on school identified improvement measures.

Leaders

Head Teachers will lead staff in professional learning, lesson delivery, programming, scopes and sequences, assessment, monitoring and evaluation for each course supervised. Nominated faculty staff will lead faculty teams including action research teams to explore innovative programs and practices to support curriculum implementation and increased student learning outcomes.

Community Partners

The Enrichment coordinator continues to support staff professional learning and program delivery centred around curriculum enrichment. Robust curriculum networks and NESA/DOE Advisor teams support the smooth implementation of new curriculum and assessment in Stage 6.

Processes

Literacy and Numeracy

A whole school, systematic approach to Literacy and Numeracy development underpins maximised student outcomes. Targeted professional learning facilitates a shared understanding of National Literacy and Numeracy Learning Progressions. Guided Reading programs will be trialled with targeted Year 7 and 8 students through Learning Support.

Differentiation – Enrichment

The Enrichment Co-ordinator supports innovative classroom practice, including Project based Learning and cross-curricula projects. Student aspirations are raised and supported through a range of personalised learning and social opportunities.

Feedback and Assessment

Qualitative and quantitative data informs classroom practice. Student progress is analysed using achievement data and a range of contextual information. Professional learning in formative assessment strategies informs teaching practice and the provision of targeted, specific and timely feedback to students.

Differentiation – Programming

Teaching and learning programs are differentiated to meet the needs of all students. Differentiated assessment tasks align with program and syllabus outcomes and success criteria are clearly communicated to students.

Evaluation Plan

Practices and Products

Practices

Quality formative and summative assessment practices provide feedback and inform planning for student learning. Best practice models are implemented and shared across the school in a systematic, whole school framework.

Staff are supported to develop their skills as reflective practitioners so they can provide engaging and challenging experiences to meet the needs of diverse learners. Student engagement is increased as curriculum differentiation ensures appropriate curriculum pathways for all students. Students maximise learning outcomes.

The School Enrichment Program is consolidated and review findings inform the extension of enrichment class classroom and cross-curricula experience across all classes. Staff engage in ongoing professional learning in meeting the needs of Gifted and Talented students.

Products

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Pre and post testing of targeted Year 7 and

Strategic Direction 1: Quality Teaching and Learning

Processes

- Document review of teaching and learning programs.
- NAPLAN analysis using SCOUT data.
- Pre and post data analysis of targeted reading program.
- Records of teacher professional learning, focusing on learning progressions.
- Evidence of formative assessment review and published document of school practices and protocols.

Practices and Products

Year 8 students shows growth in reading.

NAPLAN results show 80% of students meet or exceed expected growth.

Strategic Direction 2: Quality Relationships and Connections

Purpose

Strategic and planned wellbeing systems support an effective learning environment for a diverse range of students. Behaviour expectations are developed in consultation with students, parents and teachers. These expectations are applied consistently across the school. Data is collected to monitor, modify and refine whole school wellbeing processes and ensure optimum conditions for learning. Individual learning needs are identified through a range of programs, including: Year 6–7 transition, school to work pathways and learning support program.

Improvement Measures

- Attendance rates are above state average and attendance data indicates 95% of students arrive to school on time.
- 100% of all incoming students with health care plans are identified and disseminated to all staff.
- 100% Aboriginal students have a PLP reviewed twice a year.
- 100% students are informed of behaviour expectations and engaged in the Positive Peer Relationships Policy.
- 90% of families participate in Year 6 family interviews.
- 100% of students who have not achieved their RoSA are supported by the transition team.

People

Students

Every student is aware of behaviour expectations to ensure effective conditions for learning. Students participate in effective transition programs at key points, such as Year 6–7, Year 10–11. School to work pathways are in place for targeted students to ensure successful outcomes.

Staff

Staff maintain effective, orderly classrooms and provide support to teachers, where necessary for optimum learning. Behaviour expectations are clearly modelled consistently by teachers across the school.

Staff work together with the community to identify appropriate pathways to meet the needs of a diverse range of learners.

Parents/Carers

Parents and carers work with the school to revise whole school behaviour expectations and are encouraged to attend transition activities to support their child. Parents provide the necessary health care plans to the school to encourage a safe learning environment for all students.

Community Partners

Community partners create opportunities for students and connect with the school through the Business Partnership Committee (BPC) meetings, mentoring programs and Beacon opportunity events.

Processes

Implementation of the Wellbeing Framework

Self-assessment of current systems takes place, including focus groups with key stakeholders. Review and updating the recognition system recognises a changing student clientele and school programs. A planned, explicit wellbeing strategy is developed where behaviour expectations are co-developed with students, staff and community. These expectations are explicitly taught to students and support the values of the school.

Transition pathways

Primary students are supported at key points throughout their schooling by a structured transition program to high school which includes: Open Day, Taster Lessons, Family Interviews, Singles day, collection of school data and testing. Year 10 and Year 11 students are supported by a dedicated School to Work Pathways Adviser, Transition Adviser and engage in a structured School to work program. Students who have not successfully completed Year 11 can access a pathways option.

Student attendance

Attendance procedures are further enhanced and individual attendance plans are developed for students with low attendance. Student services systems identify and support students.

Support for Aboriginal students

The Aboriginal team will identify and address the welfare and learning needs of

Practices and Products

Practices

The whole school behaviour code is refreshed and explicit behaviour expectations are evident in classrooms and the playground and reinforced through the Positive Peer Relationships Policy.

Teachers consistently and effectively implement school-wide behaviour management strategies to encourage responsibility for learning and positive behaviour amongst all students.

The school transition team has clearly defined roles and responsibilities to actively support students seeking school to work and alternative education pathways.

Individualised Transition Plans are developed and monitored for each targeted student, with contribution from parents/carers, students and teachers.

During Year 6 visits by the Learning Support Team, all students with health care plans are identified, flagged and information disseminated to staff.

Clear systems are in place to monitor student attendance and communication with parents.

The school Aboriginal team utilises SLISO support to mentor and support Aboriginal students through the development of PLP's which are reviewed twice a year.

Products

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Strategic Direction 2: Quality Relationships and Connections

Processes

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Evaluation Plan

- Data is collected about students successfully engaged in school to work pathways.
- Staff, students and parents are surveyed to evaluate the effectiveness of Year 6–7 transition programs.
- The effective use of PLP's by staff is monitored and evaluated.
- Data is collected re the number of PLP's completed with input from families.
- Transition plans are developed for targeted students.

Practices and Products

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Strategic Direction 3: Quality Systems

Purpose

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Improvement Measures

- * 100% of faculties have established protocols and procedures for the use of technology within their faculty.
- * Specific future focused learning skills in ICT are embedded in at least one teaching program across one stage in each subject and are evident in classroom walk-throughs.
- * Upward trend of parent attendance at Parent Teacher nights, and increased levels of feedback from parents about the Reporting process.
- * Analysis of feedback and survey results to measure the usefulness of the Parent and Student Portals.

People

Students

Students are supported and engaged in ICT activities across the curriculum to increase their confidence and ICT skills. Students receive direct, explicit instruction in the use of Google Classroom and school laptop programs. Students are upskilled in their knowledge and understanding of school systems and processes through an explicit timetabled program. Students are provided with documentation of school policies, systems and processes.

Staff

Staff capabilities are increased to cater for future focused teaching and learning to deliver a range of innovative and engaging teaching practices. Staff access quality professional learning through a dynamic, responsive whole school Professional Learning Plan which is informed by survey data and PDP feedback. Staff work collaboratively to extend the use of Google Classroom, Google Forms and Microsoft 365 across the school. Staff understanding and confidence in the use of administrative systems is developed through ongoing professional learning at all school meetings and customised vodcasts readily accessible on the school server.

Parents/Carers

Parents/carers are informed of changes to DOE policy and practice via website, app and newsletter, and through P and C workshops and presentations. The Learning Support and Transition Teams work collaboratively with parents to develop personalised plans. The Parent Portal facilitates real time access to student

Processes

Embedding Technology

Technology use is collaboratively developed by staff and communicated with staff, students, parents and community. The banks of laptops assigned to faculties support consistency of use, optimised sharing of best practice and resource and software management. Systematic professional learning targeted to students and staff is responsive to point of time need.

Staff capacity and competency is developed and teachers employ a range of innovative approaches to embed ICT into engaging learning experiences. Students can demonstrate their ICT skills in a variety of learning experiences. Wifi capabilities and hardware are upgraded to meet the demands of future focused classrooms.

Emerging practices

Policies and protocols are developed for emerging practices including teacher accreditation, professional learning and minimum standards. All school policies and practices are revised and updated over a three year timeframe and communicated to students and staff as appropriate.

Information about emerging practices is published and communicated to the school community through website, school app, parent portal and presentations at whole school assemblies, parent and P & C meetings.

Management Practices and processes

Organisational systems provide explicit information about the school's functioning

Practices and Products

Practices

Increased technology use is evident across the school.

Organisational systems and processes such as Sentral, Parent and Student portals, reporting, work effectively across the school to improve communication with families.

Feedback mechanisms with parents are enhanced through reporting and Parent Teacher interviews.

Products

* 100% of faculties have established protocols and procedures for the use of technology within their faculty.

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Strategic Direction 3: Quality Systems

People

information. Strong, productive school/home relationships support and strengthen student learning experiences.

Community Partners

Well established, vibrant relationships with community partners through programs such as Beacon continue to provide a vital school to work nexus, leadership and workplace opportunities. Connections with community partners strengthen learning experiences in the classroom and contemporary knowledge is shared with staff.

Processes

to promote ongoing improvement.

Learning systems incorporating personalised plans and school to work pathways support optimised student learning and social outcomes. Data is used extensively in a systematic program of professional learning.

Reporting Processes

Reporting processes are updated to include interim reports, Sentral and attendance data. Processes are revised to align them with new NESA syllabus requirements.

Evaluation Plan

- Survey staff, students and parents about the use of technology across the school.
- Utilise ICT buddies in all KLA's for professional learning purposes.
- Identify and share ICT strategies used by staff.
- Provide avenues for feedback from the student body about future focused learning.