

School plan 2018-2020

Sylvania High School 8463



School background 2018–2020

School vision statement

The Sylvania High School Community value education as a fundamental right for everyone. Our overall aim is to support and develop students to achieve their full potential as learners and build a society where its members are resilient, highly socialised, highly productive and highly skilled.

School context

Sylvania High School is the northern most school in the Sutherland Shire and is currently in a period of high student demand. The school provides a dynamic, caring and positive learning environment. There is a delivery of diverse educational programs from Year 7 to 12 that engage students by connecting their learning to the real world. The curriculum encourages students to develop essential skills, knowledge and understanding and promotes both personal and interpersonal skill development. Extra-curricular opportunities complement the curriculum and play a significant role in the development of all students. Students are encouraged to participate in the corporate life of the school and strive for excellence in all aspects of their learning including authentic student leadership opportunities. The school community shares the core values of rights, respect and responsibility and a belief that the most productive learning occurs when students are safe and happy. To achieve this, welfare programs are designed and implemented to support individual student needs and foster respectful relationships between staff, students and parents. The school is staffed by a highly committed, talented and experienced team of teachers and support personnel. Strong support from the parent body in the form of the School Council and P&C has been enjoyed for many decades. The P&C in particular, has a strong tradition of supporting learning programs and working with teachers to develop quality learning environments

School planning process

Sylvania High School believes that school planning is both a collaborative and consultative process that should involve all key stakeholders. Initial consultation regarding the scope and development of the 2018 –2020 school plan involved the Student Representative Council, all school staff, parents and the key representative body for all stakeholders; the School Council. It was agreed by all stakeholder groups that the executive staff in consultation with key school personnel would initiate the first stages of the school plan in terms of the School's Strategic Direction based on data that was collected from a range of sources and from the full range of stakeholders. The Principal has been responsible for leading the executive staff in this process and has communicated the staged development of the plan to the School Council. The parent, staff, student and community representatives on the School Council have progressively consulted with the groups they represent with regard to the development of the plan. These representatives have provided continuous feedback to the Principal and the executive staff in the development of each stage of the plan.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Learning

Purpose:

Student learning is the core business of our school community and is the reason for our collective purpose of enabling our students to achieve their full potential and build a better society.



STRATEGIC DIRECTION 2 Teaching

Purpose:

Our staff aspire to be the best in their profession and as such understand the critical link between high quality student outcomes and their level of professional expertise. Sylvania High School supports the staff in these learning endeavours through an ongoing commitment to continuing professional development.



STRATEGIC DIRECTION 3 Leading

Purpose:

School leading is important in developing a highly effective school structure using evidence based practices that facilitate the achievement of high quality student outcomes. A school with highly effective leadership will produce students who are resilient, confident, and creative citizens of a 21st century world.

Strategic Direction 1: Learning

Purpose

Student learning is the core business of our school community and is the reason for our collective purpose of enabling our students to achieve their full potential and build a better society.

Improvement Measures

A school culture is developed that increases whole school connectedness.

The explicit documentation of technology and study skills to support learning is increased across teaching programs.

The upper bands for Reading and Numeracy is increased based on annual NAPLAN data

People

Students

Increase their skills in aspects of technology, literacy, numeracy and cross curricular perspectives including an understanding of potential post school destinations across KLAs. Students consider themselves partners in their learning.

Staff

Cross faculty teams will lead the school in developing strategies and policies with regard to improving technology, literacy and numeracy skills for students.

Staff

Cross faculty teams will develop strategies to develop a higher level of connectedness for students.

Parents/Carers

Parents will have their awareness raised of a range of study skills (ELES) that can be used at home to support learning.

Community Partners

Local businesses and organisations will partner selected KLAs in appropriate aspects of learning including project based learning.

Leaders

Executive staff and Subject Co-ordinators will lead the development of teaching and learning programs and policy to cater for the individual needs of students 7-12.

Processes

The Resilient School plan is reviewed to improve student connectedness and staff self efficacy and well being through strategies including senior mentoring and boys' education strategies.

A range of cross curricular perspectives, including a focus on technology, literacy, numeracy and study skills (ELES) are developed and embedded in teaching programs 7-10.

Specific reading and numeracy strategies are developed and implemented.

A range of internal and external data sources are analysed to support the learning growth of students and develop staff skills related to the gathering, analysis and interpretation of a range of data sources

Evaluation Plan

Monitoring of all improvement measure milestones with a particular emphasis on technology, writing, reading and numeracy.

Annual analysis and triangulation of a range of data from all sources including the Tell Them From Me Survey, School Self Assessment Survey, Results Analysis Package, NAPLAN, SCOUT (including Value Added) the Annual School Report and a range of internal sources including KLA program evaluation

Practices and Products

Practices

The promotion of connectedness is central to the culture of the school.

Literacy, numeracy, study skills and technology based strategies will be embedded in teaching programs.

The analysis of a range of internal and external data sources are used to inform teaching practice in all years.

Products

A school culture is established across the whole school that reflects high levels of:

- * well being;
- * self efficacy;
- * attendance; and
- * connectedness

Technology and study skills support effective learning and are clearly documented in teaching programs.

Reading and Numeracy bands for Year 9 2019 are 7% higher than 2016.

Strategic Direction 2: Teaching

Purpose

Our staff aspire to be the best in their profession and as such understand the critical link between high quality student outcomes and their level of professional expertise. Sylvania High School supports the staff in these learning endeavours through an ongoing commitment to continuing professional development.

Improvement Measures

Teachers increase their understanding and skills in the development of supportive and safe learning environments.

All teachers maintain and achieve accreditation at the level of Proficient or beyond with an increase of PDPs that are aligned to both individual professional needs and the strategic directions of the school.

Staff engage in needs based professional learning with an increased proportion of professional learning developed at the school level that is registered.

People

Students

Students are aware of the relationship between their learning and that of the staff. This is promoted through the shared belief that all stakeholders within the school are lifelong learners.

Staff

Staff maintain and develop their teaching skills commensurate with the APTS for their professional level using the PDP process.

Parents/Carers

Parents are provided with opportunities in which they can provide feedback to the school on the effectiveness of teaching and learning practices.

Community Partners

The community has the opportunity to both understand the role of teachers in supporting quality learning outcomes and participate in the life of the school to give learning an authentic real world context.

Leaders

Executive staff ensure that teachers within their line supervision engage with needs based professional learning to maintain and achieve accreditation in terms of their PDPs and the strategic directions of the school.

Processes

Staff engage in professional learning experiences and implement evidenced based practices to improve their capacity to create and maintain supportive and safe learning environments.

Executive staff support teachers in relation to achieving and maintaining accreditation and the engagement with needs based professional learning and PDPs aligned to the School Plan.

The professional learning team and key teaching staff will begin the process of developing registered professional learning courses linked to specific needs of the school.

Evaluation Plan

Executive teachers will meet with the senior executive twice per term to assess the development and effectiveness of all local professional learning activities in relation to the School Plan milestones.

Head Teachers report to senior executive once per term as part of the Performance Development Framework process and on milestones achieved linked to staff professional learning.

Practices and Products

Practices

A school culture of positive behaviour is developed based on effective pedagogical practice.

Teaching staff use a range of data sources and evidence based practices to improve student learning outcomes.

Teaching Staff produce PDPs aligned to individual needs and school priorities to facilitate maintenance and achievement of accreditation at the relevant level.

Products

Teachers access and analyse various data sources to improve student outcomes.

All teachers maintain and achieve accreditation at the level of Proficient or beyond.

The professional learning of staff is comprised of an appropriate amount of registered learning at the school level.

Strategic Direction 3: Leading

Purpose

School leading is important in developing a highly effective school structure using evidence based practices that facilitate the achievement of high quality student outcomes. A school with highly effective leadership will produce students who are resilient, confident, and creative citizens of a 21st century world.

Improvement Measures

The Community of Schools Across the Waters (CoSAW) program is strengthened with the increase of joint projects between partner schools.

There is an increased alignment of syllabuses and associated documents with both NESA and Department of Education requirements.

Key staff increase their knowledge and skills in relation to integrating school planning with the use of SAP finance.

A comprehensive range of policies are evaluated and documented in relation to the operation of the school.

People

Students

Students are partners in the leadership of the school and provide mentoring for students within the CoSAW.

Staff

Staff develop teaching programs and associated syllabus documents which meet the requirements of NESA and the Department of Education.

Staff

Targeted staff support and develop their understanding and use of SAP Finance software.

Parents/Carers

Parents work cohesively with students and staff within their various roles including the P&C and School Finance Committee to achieve the school's strategic directions.

Leaders

Leaders review local policies to ensure compliance with Department of Education requirements and local effectiveness.

Community Partners

Community partners re committed to supporting the school to achieve the educational priorities within each strategic direction of the school plan.

People

Processes

The CoSAW develops learning opportunities for students which focus on both curricular and extra-curricular areas.

The school undertakes a systematic audit of all courses 7–12 to ensure documents reflect best practice with meeting the requirements of NESA and the Department of Education.

Targeted staff undertake professional learning in SAP Finance.

Local policy documents are evaluated for currency and effectiveness within the local context.

Evaluation Plan

Executive staff from the CoSAW evaluate the effectiveness of joint learning initiatives.

A matrix of syllabus related documents for all courses 7–12 are progressively completed to confirm NESA and Departmental requirements are being met.

Key staff analyse the extent to which an improved understanding of SAP finance procedures impacts on the process of school planning and resource allocation.

Practices and Products

Practices

The school develops a culture which recognises its role within the CoSAW.

Teachers continually develop and evaluate key documents in relation to syllabus implementation for Years 7–12.

The use of SAP Finance software is integrated into daily practice for the operation of the school.

Products

The Community of Schools Across the Waters (CoSAW) work collaboratively in learning to develop skills and knowledge within their students.

Teaching programs and all associated documents meet both NESA and Department of Education requirements.

The use of SAP finance is seamlessly integrated into the daily financial operation of the school.