School plan 2015 – 2017

Holsworthy High School 8564
**School vision statement**

Holsworthy High School adopts a holistic approach to education to maximise the academic, social and creative potential of every student. Values such as persistence, excellence, inclusion and kindness underpin staff to student and student to student interaction. Quality teaching and learning ensures students are delivered challenging lessons that help to develop the whole student.

**School context**

Holsworthy High School is a comprehensive school with 720 students. The school has close ties with the Australian Defence Force with 103 students belonging to Defence Force families. 20 students have identified as Aboriginal.

The school is recognised for its exemplary student discipline and welfare practices. Holsworthy High School has a range of innovative programs that engage 21st century learners with students participating and excelling in a wide range of sporting, cultural and artistic endeavours. The school's main focus is enhancing student outcomes through quality teaching and learning.

Holsworthy High School works in partnership with its Community of Schools to assist the transition across stages. The school also facilitates educational relationships to benefit staff and students through the annual Community of Schools concert and various curriculum activities.

The school has a highly experienced and knowledgeable staff that are dedicated to providing students with a quality education. Various extra-curricular activities are offered including Drama and Dance Ensemble, Homework Club and Maths Boost, allowing students to reach their full academic, social and creative potential.

Holsworthy High School has an active Parents and Citizens Association who regularly contribute to school planning and programs.

**School planning process**

Based on the philosophy of our vision statement, this school plan has been designed in consultation with the school community.

Initially, parents and students were surveyed using a modified “School Map” questionnaire. Utilising an ongoing practice of surveying, staff were questioned about their perceptions of our school’s strengths and weaknesses.

To address these findings, the school executive developed three strategic directions which were presented to the staff, the parent body and the student representative council for endorsement.

All staff members were assigned to a school management team led by two executive staff who developed statements of purpose.
Purpose:
The improvement of the professional knowledge, practice and commitment of classroom teachers will drive improvement in student academic outcomes. Students will operate in a school culture of high academic expectations and one that values the improvement of students’ literacy and numeracy.

Purpose:
To develop in the school and its community an expectation that through effort and application student learning outcomes will reflect their ability. Students develop this expectation through self-assessment and this expectation is conveyed beyond the school into the wider community.

Purpose:
To improve the psychological and physical environment of the school to create a collaborative and supportive learning space.

Quality Teaching
Consistent, quality pedagogical practices that encourage a culture of learning

Student Engagement
Through understanding the practices of successful learners students increase their engagement

School Environment
Provide an environment that supports teaching and learning through a) positive relationships and b) physical setting
## Strategic Direction 1: Quality Teaching

### Purpose

**Why do we need this particular strategic direction and why is it important?**

The improvement of the professional knowledge, practice and commitment of classroom teachers will drive improvement in student academic outcomes. Students will operate in a school culture of high academic expectations and one that values the improvement of students’ literacy and numeracy.

### People

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

**Students:** Develop skills to critically assess their performance in a task through utilising criteria and to monitor their improvement over time. Student will adopt an assessment-for-learning approach and will see relevance in their assessment practices.

**Staff:** Build capacity within staff to incorporate peer and self-assessment as well as assessment-for-learning components into teaching practice. Teachers will adapt to changes in performance review and accreditation procedures.

**Parents/Carers:** Parents will develop the confidence in and ability to contribute to the school community through the building of a collaborative and inclusive partnership.

**Community Partners:** Collaborative partnerships will be extended and strengthened providing real world community learning opportunities and experiences for students.

**Leaders:** Develop mentoring skills using the Performance and Development Framework to set goals for the professional development of the staff they supervise. Together they will engage in reflection, gather evidence to support refinement to assess their progress against the teaching standards.

### Processes

**How do we do it and how will we know?**

- Evidence-based teaching and learning practices to drive innovation in assessment practice.
- Improvement of teacher professional practice through the implementation of the Performance and Development Framework and accreditation of teachers.
- A whole-of-school approach to the improvement of student literacy across all KLAs

**Evaluation Plan**

- Routinely evaluate student academic data both internally (e.g., Grade Point Averages) and from external sources of testing e.g., H.S.C. results (using SMART and RAP), NAPLAN data and ESSA.
- Annual reviews and teacher performance and development through dialogue with Head Teachers and through commencing the accreditation process by 2017.

### Products and Practices

**What is achieved and how do we measure?**

- 5% improvement in school-wide NAPLAN literacy data in reading comprehension.
- All teachers using Professional Learning Plans and measuring their performance against the accreditation standards.

**Product:**

- 2% increase in Norta Norta Aboriginal Students NAPLAN results.
- 2% increase in Stage 4 GPA as reported on their yearly school reports.
- All staff trained in and then employing PLPs as part of the new Performance and Development Framework

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:** Students routinely make judgements about their progress and their application in assessment items. Students will participate in assessment for learning practices.

**Practice:** Teachers participate in peer and self-evaluation practices to refine their teaching and learning. PDPs to monitor and direct teacher performance will be embedded practice.
Strategic Direction 2: Student Engagement

Purpose

Why do we need this particular strategic direction and why is it important?

To develop in the school and its community an expectation that through effort and application student learning outcomes will reflect their ability. Students develop this expectation through self-assessment and this expectation is conveyed beyond the school into the wider community.

People

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

Students: Through peer and senior student support, students develop new skills and learning experiences to achieve quality outcomes.

Staff: Assist in the selection of targeted students and regularly provide feedback on the progress of the mentoring program.

Parents/Carers: Promoting awareness of student engagement projects providing opportunity for feedback and participation.

Leaders: Be responsible for the leadership training in students and the implementation of mentoring programs

Processes

How do we do it and how will we know?

- Promoting student engagement through improving student-to-student relationships.
- Developing student self-awareness of the role that effort plays in success.
- Increasing parent engagement through enhanced awareness of student curriculum requirements.

Evaluation Plan

- Receive feedback from staff at staff meetings about the progress of the projects and their impact on student learning.
- Measure student knowledge of Student Responsibilities through periodic questionnaires.
- Evaluate student improvement in meeting their Student Responsibilities through SRAs determined at school yearly and half-yearly reports.
- Tell Them From Me Surveys to measure student, staff, parent and community satisfaction and engagement with school direction.

Products and Practices

What is achieved and how do we measure?

- 6% increase in Student Responsibility Averages as measured on half-yearly and yearly reports.
- 5% increase in student satisfaction as measured in the Tell Them From Me Surveys

Product:

- Improved satisfaction of parents as measured in the Tell Them From Me Surveys
- Improved student awareness of Holsworthy High School’s Student Responsibilities as measured through pre and post self-assessment surveying.
- Increased attendance of executive staff at Parent and Community meetings.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Increased academic results across stages through improved student relationships and the mentoring process.
- Parents are greater stakeholders in their child’s education and in the school community through improved consultation with key staff members.
- Students have a heightened awareness of the school’s expectations through an embedded process of self-evaluation on effort.

Improvement Measures

- 6% increase in Student Responsibility Averages as measured on half-yearly and yearly reports.
- 5% increase in student satisfaction as measured in the Tell Them From Me Survey
## Strategic Direction 3: School Environment (Psychological)

### Purpose

Why do we need this particular strategic direction and why is it important?

To improve the psychological and physical environment of the school to create a collaborative and supportive learning space.

### People

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

**Students:** Actively engage in the process of their performance review using mapped Student Responsibility data.

**Staff:** Engage in targeted TPL. Enhanced communication amongst staff regarding students’ welfare, through the increased use of new school-wide programs.

**Parents/Carers:** Engage in report feedback with students using SRAs. Informed of student’s progress through the use of a Student Responsibilities Report and a full semester report.

**Community Partners:** Engage external community agencies focused on improved well-being of students.

**Leaders:** Identify and implement TPL opportunities with staff. Promote parental and carer engagement as a key aspect of raising the achievement of all students through the use of SRA reporting. Analyse data and plan how it should be used in the support of the student well-being.

### Processes

How do we do it and how will we know?

- Building CRT capacity to create a positive and supportive learning environment through targeted access to TPL.
- Consistently promoting and recognising Student Responsibilities assessed in academic reports.
- All staff use a variety of strategies, including Sentral, to document and provide timely communication to staff regarding student welfare and learning needs.

### Products and Practices

What is achieved and how do we measure?

- All staff regularly using Sentral as a means to report on student Wellbeing.
- 12% increase in staff accessing TPL opportunities within the school.

**Product:**
- Increase in the number of staff accessing targeted external TPL
- Increase in the number and range of staff involved in collaborative, targeted internal TPL.
- Decrease in number of “N” determinations received by students by 5%

### Improvement Measures

- All staff regularly using Sentral as a means to report on student Wellbeing.
- 12% increase in staff accessing TPL opportunities within the school.

### Evaluation Plan

- Use internal functionality within Sentral to monitor staff adoption of new school management systems such as Well Being.
- Utilise online databases to measure teacher uptake of TPL.
- Employ internal measures of student well-being such as detentions and qualitative data on Well-Being.

### What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practice:**
- Providing professional learning opportunities for staff in developing positive relationships, effective communication and conflict resolution.
- Build school community understanding of “Student Responsibilities” and the importance of effort in relation to achievement.
- Student welfare and learning needs are consistently communicated between staff and effectively addressed within the classroom context.
# Strategic Direction 3: School Environment (Physical)

## Purpose

**Why do we need this particular strategic direction and why is it important?**

To improve the psychological and physical environment of the school to create a collaborative and supportive learning space.

## People

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

**Students:** Student representatives work collaboratively with staff to contribute to and assist in school decision making.

**Staff:** 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 professional practice.

**Parents/Carers:** Develop the confidence in and ability to contribute and provide feedback to the school community through the building of a collaborative and inclusive partnership.

**Community Partners:** Develop a collaborative partnership communication strategy within local clubs, businesses and government agencies that will enhance and inform planning for future structures, experiences and partnership programs.

**Leaders:** Build capacity for aspiring leaders to drive innovation and change through technology.

## Processes

**How do we do it and how will we know?**

- Improvement of the learning environment to convey high expectations to students.
- Improvement of school grounds and facilities to enhance community perception.
- Build teacher capacity to deliver technology driven opportunities for the 21st Century learner.

### Evaluation Plan

- Regular audits of learning spaces to measure access to devices.
- Yearly comparison of enrolment number cross-referenced with parent surveys to gauge community perception of the school.

## Products and Practices

**What is achieved and how do we measure?**

- 10% increase in student enrolments in Year 7
- 15% increase in number students accessing technological devices for learning purposes.

**Product:**

- 4% increase in students who access technological devices for learning opportunities either through access to laptop bank or BYOD
- Improvement in community perception of the school as measured in surveys completed by parents at the completion of transition nights

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**

- Students learn in an aesthetically pleasing environment that encourages self-worth and school pride.
- Teaching and learning takes place in a technologically rich environment conducive to student engagement.
- Increased community involvement in school programs and events.