

School plan 2018-2020

Seven Hills High School 8231



School background 2018–2020

School vision statement

To provide a quality learning environment where the school community supports all students becoming successful, engaged learners and responsible citizens through:

- The delivery of a relevant and challenging curriculum.
- The provision of extra curricular activities which promote talent, collaboration and a sense of community.
- Quality teaching and learning based on current research and practices that respond to the goals for student learning.
- Students having the knowledge, skills and understanding to benefit themselves, each other and the environment.
- Students being creative and critical thinkers with the skills to maximise their learning.
- Parents and community members being informed and involved, responsive and supportive.

School context

Seven Hills High School is a member of the Nirimba Collegiate. Seven Hills High School provides quality education for students in Years 7 to 10. As part of the Nirimba Collegiate Group, students who successfully complete Year 10 gain automatic entry into Wyndham College.

The school draws students from a diverse range of socio-economic backgrounds. The school population of 326 students includes 7% Aboriginal and Torres Strait Islander students and 15% of students from a language background other than English. Students with mild intellectual disabilities are catered for within the school's Support Unit.

The school places emphasis on literacy, numeracy and the practical application of technology throughout a broad curriculum. A range of programs cater for the full spectrum of student academic abilities. In Years 7 and 8, the school offers a Self-Select Class for highly focused and dedicated learners. Year 9 and 10 elective courses cater for a range of academic and vocational interests.

A Positive Behaviour for Learning (PBL) school, students are supported in their education with a behavioural education and reinforcement program designed to realise improvements in student learning outcomes. Student endeavour, social responsibility and mutual respect are actively encouraged through our merit scheme and events such as Multicultural Days, NAIDOC celebrations, Recognition Breakfasts and Reward Excursions as well as participation in community initiatives and the partnering of educational programs with local primary schools.

Students are able to enhance their leadership skills through participation in the Peer Support Program, the Student Representative and Sports Councils, through the Fast Forward program in partnership with WSU, as well as participation in community initiatives and the partnering of educational programs with local primary schools.

Students are provided with extended opportunities to display their talents through participation in extra-curricular

School planning process

The plan was developed by staff, students and parents as a result of a consultative process which included:

- Staff and executive meetings
- Collaboration between direction coordinators;
- The convening of a community forum;
- P&C Meetings;
- Consultation with the Nurringingy AECG and ATSI parents; and
- Student Representative Council forum.

The planning process commenced with a situational analysis. In addition to the reviewing of school data community consultation, through community, student and staff forums, determined areas of practice to be continued and areas for development required to achieve the school's vision. This process has ensured that all stakeholders are catered for in this school plan.

The school will continue to utilise community voice, through surveys, forums, consultation during program evaluations and parent meetings, throughout the implementation of this plan, to ensure it meets the needs of the Seven Hills High School community.

School background 2018–2020

School vision statement

School context

High Schools teams, regional and zone sporting competitions, debating and school Creative and Performing Arts events.

School planning process

School strategic directions 2018–2020



Purpose:

To foster student engagement and attainment through positive relationships, effective community partnerships and data-driven pedagogy and programs.

Purpose:

To strengthen the culture of highly skilled, informed and dedicated professionals, collaborating with others to improve their practice and to achieve excellence in education.

Purpose:

To effect an environment, focused on continuous improvement, grounded on a platform for high expectations, innovation and collaboration.

Strategic Direction 1: Inspiring Student Success

Purpose

To foster student engagement and attainment through positive relationships, effective community partnerships and data-driven pedagogy and programs.

Improvement Measures

Improvement in average literacy and numeracy growth at or above expected growth for all Year 9 students, with the percentage of students achieving in Bands 9 & 10 equating with those of the similar school group.

'Tell Them from Me', academic and wellbeing data indicates increased levels of student engagement with learning and improved academic attainment.

People

Students

Learning experiences that enable them to develop and display their literacy and numeracy skills and future learning capabilities inside and outside the classroom.

Students

The systematic review of their own academic and social progress and establish and implement pathways for future improvement.

Staff

Develop student literacy, numeracy and futures learning skills through differentiated teaching and learning strategies and assessments.

Staff

Professional learning to enhance staff capacity to respond to student academic results, IEPs and PLPs as well as 'Positive Behaviour for Learning' and student wellbeing data.

Parents/Carers

Information is provided by the school for parents to utilise for supporting student achievement in at-home academic programs.

Parents/Carers

Strengthen parent awareness of school curricular and extra-curricular programs designed to improve student achievement

Processes

Students are explicitly taught literacy and numeracy skills and future learning capabilities.

The school implements programs that promote and support effective school, parent and student partnerships in the areas of literacy and numeracy.

Students participate in programs such as community mentoring, pathways for improvement activities and academic and extra-curricular competitions.

The school community participates in events which promotes and celebrates student engagement and attainment.

Evaluation Plan

'Tell Them from Me' and other data, including internal and external academic assessment results and student participation in at-home and scholastic competitions, are used to evaluate the effectiveness of student attainment and engagement initiatives.

Audits of all Key Learning Area programs are used to ensure differentiated teaching, learning and assessment strategies incorporate literacy, numeracy and futures learning capabilities.

Student academic and behavioural pathway to improvement plans are reviewed to determine their impact on attainment and engagement

Practices and Products

Practices

Students are explicitly taught the futures learning capabilities in all KLAs and are provided with experiences, both inside and outside the classroom, that further develop these capacities.

Sentral data is used by parents, students and staff to monitor student academic achievement and behaviour in order to implement and support academic improvement and wellbeing strategies.

Expanded school/parent/pupil partnership programs and communication strategies are employed.

Products

Literacy and numeracy improvement strategies as well as futures learning capabilities are embedded into all KLA programs

Students participate in community mentoring and leadership development programs

Students participate in academic and behavioural self-evaluations and pathways to success programs. Resultant student plans are communicated to all parents, carers and staff

Strategic Direction 1: Inspiring Student Success

People

Leaders

School leaders identify and implement programs, initiatives and best practices in the areas of attainment and engagement which meet the needs of all students.

Strategic Direction 2: Enhancing Quality Teaching

Purpose

To strengthen the culture of highly skilled, informed and dedicated professionals, collaborating with others to improve their practice and to achieve excellence in education.

Improvement Measures

'Tell Them from Me' staff survey reflects a mean above state norms in all 8 drivers of student learning.

All Key Learning Programs explicitly identify teaching, learning and assessment strategies in 8ways, literacy, numeracy and futures learning capabilities.

People

Students

Participate in activities designed to build their capacity to reflect on their own learning in order to inform teacher practice

Staff

Participate in and lead professional learning experiences which enable them to collaborate, across the school and within the faculty, in the development and delivery of effective literacy and numeracy, 8 ways, differentiation and futures learning strategies

Parents/Carers

Opportunities are provided, through forums, information evenings and multi-media platforms, for parents to increase their understanding of their child's educational progress and to promote positive partnerships with staff

Leaders

Source and provide professional learning experiences which increase staff capabilities in literacy and numeracy, 8 ways, differentiation and futures learning strategies

Processes

Professional learning, documented in MyPL, ensures collaborative, innovative and targeted teaching and learning strategies are embedded into all KLA programs and assessments

Staff participate in supportive programs focusing on literacy, numeracy, 8Ways, formative assessment, differentiated learning and futures learning strategies

The school initiates alternate mechanisms for parents and students to provide feedback to staff and the school on curriculum implementation practices

Evaluation Plan

Classroom observations, faculty and staff documentation provide evidence of the classroom implementation of school focuses and supportive teaching and learning practices.

'Tell Them from Me' and other staff surveys are used to determine the satisfaction with an effectiveness of professional learning and classroom support strategies.

Practices and Products

Practices

Future learning capabilities are explicitly identified, taught and assessed in all KLA programs

Products

Refinement in the areas of literacy, numeracy, 8Ways, differentiated and futures learning are implemented in all KLA programs

Timely and relevant data is provided by students and parents on the effectiveness of curriculum implementation strategies

Strategic Direction 3: Engendering Sustained Development

Purpose	People	Processes	Practices and Products
<p>To effect an environment, focused on continuous improvement, grounded on a platform for high expectations, innovation and collaboration.</p>	<p>Students</p> <p>Training the Student Representative Council in the conducting of student focus groups and in the leading of student seminars.</p>	<p>Refining processes for the identification, collation and utilisation of school and external data to inform current and future classroom practices by staff and teams</p>	<p>Practices</p> <p>Staff utilise Sentral data to assist in the creation and monitoring of class profiles</p>
<p>Improvement Measures</p>	<p>Staff</p>	<p>Providing shared release time for staff to share data in order to monitor student achievement, determine focuses for intervention as well as analyse the effectiveness of teaching and learning strategies</p>	<p>Staff are released to enable the collaborative development of student academic improvement strategies</p>
<p>Staff utilise student data in the creation of class profiles which are systematically updated and utilised to improve student learning and achieve school performance targets.</p>	<p>The reinforcement of high academic and behavioural expectations modelled by all staff</p>	<p>Consistently and explicitly linking the staff PDP process to the achievement of school goals and providing focused professional learning to achieve school targets</p>	<p>SRC led seminars and focus groups are incorporated into the school calendar</p>
<p>An increased percentage of students achieve the higher 'Participation' and 'Achievement' levels in the school's merit system</p>	<p>Staff</p> <p>Professional learning in the use of data analysis to drive, monitor and evaluate teaching and learning as well as whole school academic and wellbeing programs to achieve school goals</p>	<p>Embedding the generation of school goals and the monitoring and celebrating of milestones into staff meetings and School Development Days to ensure their implementation and achievement are seen as a team effort</p>	<p>Products</p> <p>A school plan that is founded on and responsive to, the collaborative development of school goals and systematic monitoring of school achievements</p>
<p>Data from Student Representative Council led focus groups indicate high levels of student satisfaction with innovations in curriculum offerings, the physical environment and learning technologies</p>	<p>Staff</p> <p>Providing opportunities for the collaborative evaluation and refinement of teaching and learning programs in line with school priorities and goals</p>	<p>Refining the process of program monitoring and evaluation used to determine the effectiveness of whole school initiatives in achieving school goals</p>	<p>A well-developed process for the evaluation and self-evaluation of school programs in terms of their achievement of school goals and targets</p>
	<p>Staff</p> <p>Embedding the review of the school plan and the school's progress in achieving milestones into everyday practice</p>	<p>The Student Representative Council leading student seminars on high expectations and providing students with structured opportunities to provide effective input into and feedback on whole school initiatives</p>	<p>Student led seminars and focus groups that encourage high standards and promote student voice</p>
	<p>Parents/Carers</p> <p>Greater communication of their ability to monitor their child's progress and merit award achievements through the student portal in Sentral and to formally review the data with school personnel and the student as required</p>	<p>Communicating school systems which enable parents to monitor their child's progress and merit award achievements and facilitate a formal review of the data with school personnel as required</p>	<p>Parents utilise the student portal to monitor their child's progress and participate in planning in pathways to improvement strategies</p>
	<p>Parents/Carers</p>	<p>Evaluation Plan</p>	

Strategic Direction 3: Engendering Sustained Development

People
Enhance their knowledge of the school's merit system through a variety of media
Leaders
Professional learning in the effective use of school data to drive school improvement

Processes
Staff evaluations on the types of data collected and effectiveness of data collection strategies in the development and utilisation of class profiles is used to guide future implementation strategies.
Data from program evaluations and self-evaluations and the SRC led focus groups, are used to determine the effectiveness of school initiatives and focuses for future improvements.
Parent surveys responses on their knowledge and use of the student portal will be used to in form future developments in the area