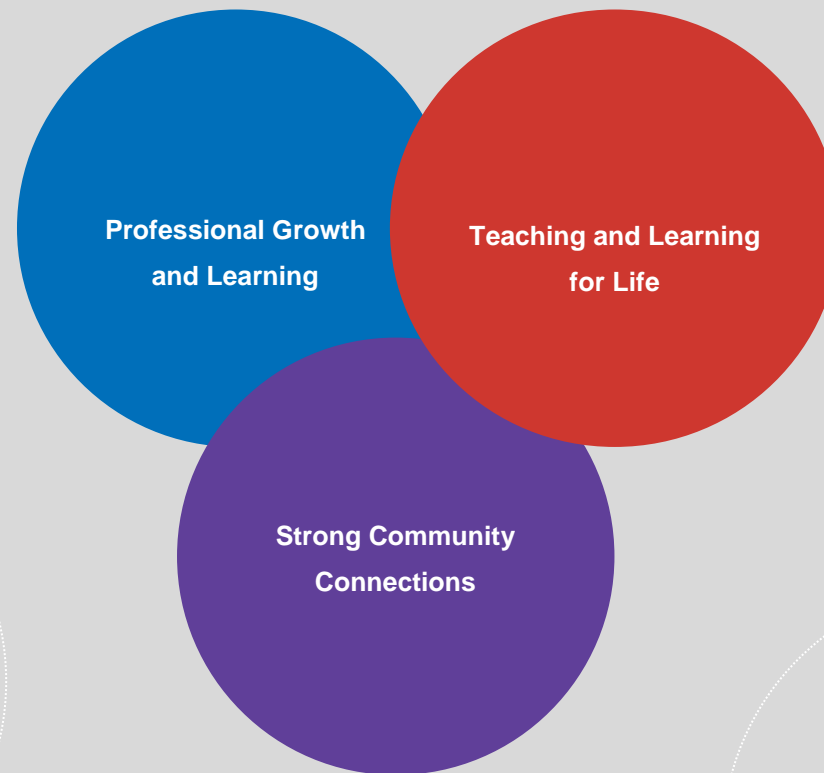


School plan 2015 – 2017

Evans High School 8420

2016





School vision statement

The school and its community will develop a whole school culture that is focused on maximising the achievements of all students; is characterised by strong, respectful relationships; and is a safe, happy place to work and learn.

School context

Evans High School is a comprehensive coeducational high school in Blacktown. The school was established in 1974 and since then the school has grown into an outstanding learning community. The Intensive English Centre (IEC) was established in 1989, the Autism Unit started in 2004 and the Evanside Trade Training Centre (TTC) which provides industry standard facilities in hospitality and metals was opened in 2010. The school prides itself on its diverse and culturally rich community and its commitment to provide outstanding opportunities for all members of our community.

The school enrolment is currently 670 students which include 140 students enrolled in the IEC and 21 students enrolled in the Autism Unit. There are 22 Aboriginal students and 65% of students come from language backgrounds other than English. 58 different language groups from diverse socio-economic backgrounds are represented in the school. Equity programs to support refugees, EAL/D students and Aboriginal students are delivered by staff and community agencies.

Committed staff work closely with students, parents and the wider community to provide an engaging learning environment. The school has developed strong links with the local primary schools and the transition programs from Year 6 into 7 and from the IEC are valued. Significant events such as MADDfest (Music, Art, Dance and Drama) and Harmony Day are held in high regard by all members of the school community and contribute to student engagement.

The school is a PBL (Positive Behaviour for Learning) school encouraging our students to be Cooperative, Polite and Responsible citizens. The school has learning partnerships with many community organisations including local businesses and service providers. The school's website, Facebook and Twitter accounts are the major form of communication across the school community.

School planning process

The school engaged in a consultative planning process over considerable time that included key stakeholders – staff, students, parents and community.

Methodologies used include:

- 2012 - Initial executive conference to start developing strategic directions
- 2013-2014 – extensive training in the school planning model
- July 2014 - school evaluation process of all key projects and initiatives from 2014 School Plan - what we had achieved, what we wanted to continue working towards and new initiatives
- Whole school quality of life surveys with students, staff and parents – Tell Them From Me
- October 2014 - Executive leadership team conference, reflecting on the school's achievements, exploring data (both quantitative and qualitative) re-working strategic directions created in 2012 and beginning the 5P planning process
- Parent survey
- Student survey
- SDD end 2014 - Staff collaborate, reflect on and adjust draft plan
- Consultation with student, parent and community groups

Consultation with all members of the school community will be ongoing through regular progress reports and the gathering of feedback. Progress towards the school's achievement of its strategic directions will be published through the Annual School Report.



STRATEGIC DIRECTION 1

Professional Growth and Learning

Purpose:

To foster an ongoing, supportive culture of professional leadership, professional learning and reflective practice; focusing on quality teaching and learning, the needs of future-focused learners and school priorities.

STRATEGIC DIRECTION 2

Teaching and Learning for Life

Purpose:

To cultivate an innovative teaching and learning philosophy based on high expectations, which promotes and values the experiences, contributions and the life-long development of all members of the school community.

STRATEGIC DIRECTION 3

Strong Community Connections

Purpose:

To develop and nurture an environment which supports and sustains strong respectful relationships between our school, our parents, our local primary schools, our community, our local businesses and support agencies, for the benefit of students' learning, experiences and opportunities.

Strategic Direction 1: Professional Growth and Learning

Purpose

To foster an ongoing, supportive culture of professional leadership, professional learning and reflective practice; focusing on quality teaching and learning, the needs of future-focused learners and school priorities.

Improvement Measures

- ❖ Increased development of leadership capability
- ❖ All staff with an active, negotiated and meaningful Performance and Development Plan (PDP) that includes strategies, actions and evidence of collegial support and feedback
- ❖ Classroom practice reflects individual student needs being met

People

Students:

-understand that respectful and constructive feedback to teachers about learning is valued.

Staff:

-undertake professional learning to refine skills and teaching techniques as identified in their individual Performance and Development Plan (PDP), in response to personal goals, student needs and school priorities.
 - apply knowledge of Quality Teaching and Learning to classroom situations and contribute to the professional development of colleagues
 - incorporate the principles of teaching future-focused learners into teaching and learning programs
 -engage in school teams to develop leadership capabilities

Parents:

- provide quality feedback about teaching and learning
 -collaborate during the development and revision of student learning plans.

Community partners:

-are provided with opportunities to interact with staff, students and parents to provide real world learning experiences

Leaders:

-leaders and expert teachers share and develop best practice and support the professional learning needs across the school.
 -value and support leadership development of staff

Processes

- Staff develop individual PDPs aligned to the Australian Professional Teaching Standards at all levels.
- Faculties develop management plans
- Executive develop professional learning action plan and calendar based on identified common learning needs in PDPs.
- Staff implement the action plan utilising community partners and expert teachers
- Leaders provide programs for pre-service teachers, induction, teacher accreditation, probationary teachers, early career teachers, aspiring teachers and teachers experiencing difficulty, School Administration and Support Staff
- Annual faculty review

Evaluation plan:

- Monitor the budget expended on professional learning
- Evaluate PL in terms of school priorities and professional growth
- Participation report from MyPL@Edu

Products and Practices

Products:

Enhanced whole school leadership strategy that enables executive to support staff capacity and recognises the importance of teachers as leaders.

High quality teaching and learning practices gained through peer observation and peer feedback (Australian Teacher Performance and Development Framework)

Teaching programs reflect the Quality Teaching framework underpinned by future-focused learning skills.

Practices:

Teaching and learning practices are reflected and are aligned to the Australian Professional Teaching Standards at all levels.

Personalised professional learning through a range of strategies that focus on feedback, self-evaluation and sharing professional practice.

The classroom reflects the Quality Teaching Framework that is engaging and promotes problem solving, collaboration, critical and creative thinking.

Strategic Direction 2: Teaching and Learning for Life

Purpose	People	Processes	Products and Practices
<p>To cultivate an innovative teaching and learning philosophy based on high expectations, which promotes and values the experiences, contributions and the life-long development of all members of the school community.</p>	<p>Students, staff and parents will work collaboratively to track achievements and set goals to improve learning outcomes.</p> <p>Students: -improve attendance and engage in the learning process by becoming active participants in the classroom and beyond</p> <p>Staff: -engage in PL for development in areas such as Reading to Learn, ICT, differentiation, Quality Teaching and data analysis. -promote a culture of high expectations and quality work through the delivery of an engaging and innovative curriculum -continue to undergo PL in the implementation of the national curriculum as it expands to further KLAs</p> <p>Student Support Team: -supports students with individual learning plans (ILPs) in conjunction with programs being implemented throughout the school. These include but are not limited to Reading to Learn, BEACON, differentiation and enrichment programs (Stage 3-6)</p> <p>Parents: -become involved in supporting a culture of high expectations by encouraging and supporting regular attendance and achievement of high learning outcomes.</p> <p>Community partners: -build on their current motivation and involvement in all relevant programs with the greater school community.</p>	<ul style="list-style-type: none"> • Implement an Attendance Action Plan • Specialised staff consulted to support modifications of programs and assessment tasks to cater for all students. • Investigate project based learning to provide further enrichment and extension opportunities and differentiation for students. • Executive and year advisers to guide students towards appropriate subject selection based on students' knowledge, skills and interests. • Reading to Learn to be implemented in classrooms • Staff to map student progress on the Literacy continuum. • Development and refinement of transition programs (Year 6 to Year 7, and IEC to HS) <p>Evaluation plan: Student and staff evaluations will be completed in conjunction with implementation plan and progress monitoring</p>	<p>Products:</p> <p>Improvement in student achievement as indicated in RAP data</p> <p>Stage 3-6 initiatives are in place: Reading to Learn, project-based learning, enrichment programs, curriculum differentiation, retention into Stage 6 through appropriate selection of courses, student leadership.</p> <p>Attendance at state average or above</p> <p>Practices:</p> <p>A school culture of high expectations, equity and celebration of achievement is evident</p> <p>Increasing academic rigour based on expectation of quality work, scaffolding of tasks (class and assessment).</p> <p>Establishment and reinforcement of positive engagement and culture.</p> <p>Implementation of Reading to Learn – Team teaching cross-KLA (classroom teacher program) and mapping students' progress on the Literacy continuum.</p>
Improvement Measures			
<ul style="list-style-type: none"> ❖ Attendance at state average or above ❖ Increased % of students achieving at or above expected growth ❖ Increased number of programs to support transition and lifelong learning 			

Strategic Direction 3: Strong Community Connections

Purpose	People	Processes	Products and Practices
<p>To establish and develop an environment which supports and sustains strong respectful relationships between our school, our parents, our local primary schools, our community, our local businesses and support agencies, for the benefit of students' learning, experiences and opportunities.</p>	<p>Students: -participate in authentic learning experiences and activities which develop "real world" skills and leadership capabilities. -demonstrate social consciousness and contribute to the wider community</p> <p>Staff: -develop capabilities for teaching across the Community of Schools (CoS) -engage with the community to establish opportunities for students -teams approach to ensure all staff have leadership opportunities</p>	<ul style="list-style-type: none"> Expand school promotion activities and partnerships that align to the school's strategic directions <ul style="list-style-type: none"> - Parent workshops - Performance opportunities - SRC charitable fundraising - Business partnerships (BEACON, ABCN) - Increased media profile - Nirimba Learning Community - Evanside TTC - Links with TAFE and universities - Community of Schools (CoS) with feeder primary schools and the IEC Implement the BEACON strategic plan to foster the development of greater links with parents, community groups, businesses and industry Build contacts within the community to develop a comprehensive and effective work experience program for Year 10 students. 	<p>Products:</p> <p>Increased percentage of students involved in school and post school development programs – careers, wellbeing, leadership, educational and sporting</p> <p>Increased parental engagement with Evans High School learning community</p> <p>Students and parents informed about post school options to further support the career decision making process</p> <p>Mutually beneficial relationships with our feeder schools, transition 10-11, work experience, VET, post school pathways such as BEACON – building partnerships and links between the school, local businesses and the workforce</p>
<p>Improvement Measures</p>			
<ul style="list-style-type: none"> ❖ All teaching staff engaged in sustainable teams to manage a wide range of community connection programs ❖ Increased parental engagement and community involvement with Evans High School learning community ❖ Increased student participation in industry and tertiary directed opportunities and programs 	<p>Parents: -take opportunities to connect and participate in a range of activities and programs -parents informed about various aspects relating to supporting their child in relation to the career decision making process</p> <p>Community partners: -develop an awareness of the needs and aspirations of the students at Evans High -contribute to student outcomes -increase capacity in their own business or industry through this engagement</p> <p>Leaders: -staff, parent and student leaders have the skills and are involved in the governance and decision-making processes in the school</p>	<p>Evaluation plan:</p> <ul style="list-style-type: none"> Enrolment and attendance data Exit and post-school surveys Parental participation data Stakeholder surveys 	<p>Practices:</p> <p>Development of regular, scheduled interactions to manage community connection programs (CoS team, BEACON team, school promotions team)</p> <p>Promotion of community connection activities across the school community using varied media formats</p>