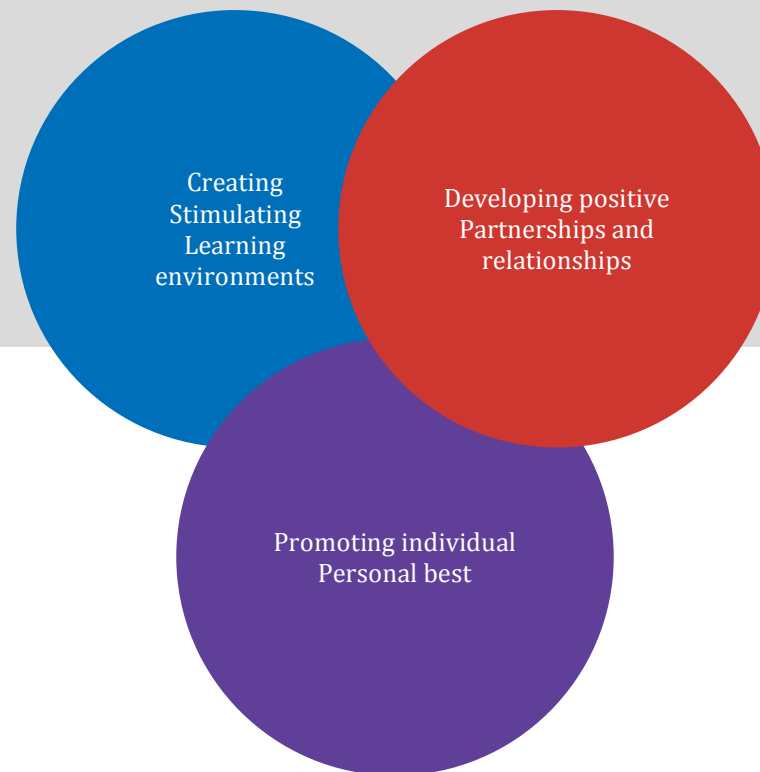


Swansea High School 8389





School vision statement

Swansea High is a safe, friendly, healthy and energetic learning environment. There are strong partnerships between staff, students and the community who all strive to achieve personal best. To ensure all have an equal opportunity to succeed we are respectful, responsible and ready to learn.

School context

Swansea High School is a comprehensive coeducational school with an enrolment of 660 students. The school has 73% of households in the lower middle and lower quartiles. The indigenous population is 10%. We are committed to providing a supportive learning environment, fostering greater student participation and encouragement to achieve their personal best. We have a strong technology base that aims to increase student engagement along with providing a key process for sharing learning and teaching resources. In conjunction with our partner schools, the Super 6 Literacy Strategies are being implemented across all KLAs to improve literacy pedagogical practice and outcomes. Our numeracy team are reimagining the numeracy development program to better imbed numeracy in all faculties.

Our HSC results have included strong results and improvement in value added over the last 3 years, with outstanding results in 2012.

We have 49 teaching staff who range from very experienced to early career, including seven head teachers. We also have eight administration staff and four student learning support officers.

2014 NAPLAN trend data continues to rise above the HCC & DEC rate in spelling, writing and numeracy. Aboriginal student growth fluctuates annually from outstanding to below the state average. Aboriginal community engagement in the school is increasing and is an area for continued development. Swansea High was targeted as a Healthy Schools Healthy Futures program pilot school. The program aims to improve students' resilience and well-being. The school is actively involved in Positive Behaviour for Learning, which includes developing both universal and targeted interventions for behaviour. Swansea High has a broad curriculum, offering wide range of Board developed courses as well as TVET and Board Endorsed courses at HSC level. Students

School planning process

Student focus groups, incorporating the SRC, the Healthy Schools Healthy Futures working party and the peer mediators were held to evaluate the achievement of targets from the 2012 -2014 School Plan and determine the future directions for the next planning phase. The feedback was collated and provided to staff who used this filter to provide their feedback on the attainment of targets and the future directions.

From this information the staff brainstormed the critical elements required to continue our improvement process. These were then crystallised by the executive into the strategic directions. These were then reviewed by the students and staff. The P&C reviewed the plan at each stage and provided input into the process and plan.

School background 2015 - 2017



have the opportunity to study academically rigorous courses, including extension English and Mathematics where students continue to perform at a high standard. Alternative educational pathways are partnered through local service providers, including Community Services, Community Recreation and Eastlake Community Centre. Programs to support retention from partner Primary schools, the creative and performing arts and gifted and talented programs have been implemented and producing positive outcomes.



STRATEGIC DIRECTION 1

Creating stimulating learning environments

Purpose:

To create physical and learning environments that have high expectations, are engaging, personalised, flexible, inclusive and where students and staff gain skills to support their progress.

STRATEGIC DIRECTION 2

Developing positive partnerships and relationships

Purpose:

Fostering positive relationships within and beyond the school to create peaceful, respectful and productive learning environments. To create partnerships beyond the school that increase networks and support improved opportunities for authentic, real world experiences.

STRATEGIC DIRECTION 3

Promoting individual personal best

Purpose:

Opportunity for success is the right of all students and staff. Tailored learning supports the achievement of personal best and develops self-confidence.

Strategic Direction 1: Creating stimulating learning environments

Purpose

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

To create physical and learning environments that have high expectations, are engaging, personalised, flexible, inclusive and where students and staff gain skills to support their progress.

Improvement Measures

- ❖ 100% of Teaching programs reflect the Quality Teaching Framework
- ❖ 98% students complete all assessments tasks
- ❖ 80% assessments are 'as & for learning
- ❖ 100% programs are differentiated
- ❖ Reasonable adjustments are evident through observations in programs, learning plans and classroom practice
- ❖ Above 95% of students undertaking learning accountability interview process

How do we know?

- Program audit
- Assessment Audit
- Observation of classroom practice
- Student forums and feedback

People

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

Staff:

- PL in the use of the QTF in the planning, delivery and assessment of learning experiences
- Provide support for staff to mentor students in their reflective learning by being leading learners.
- provide the resources to create physically engaging classrooms

Students:

- Explicitly teach skills in QTF, goal setting and interview techniques
- provide explicit high expectations and teach the skills required to be successful learners
- support students to articulate what constitutes a quality learning environment

Parents/Carers:

- provide in-school led learning to gain skills to better understand the strategies used to support students.

Community Partners:

- Provide opportunities for participate in school activities including interviews
- Developing the leadership capacity and density in all areas.

Processes

How do we do it

Quality Teaching Framework

- **Staff** will develop quality teaching skills in assessment and classroom practice through peer observation and collegial support.
- **Students** will identify key elements in the Quality teaching framework and provide feedback.

ICT

- **Staff** will develop ICT skills to engage students in deep learning
- **Students** will engage with and develop ICT skills in their learning

Differentiation

- **Staff** will develop and scaffold programs and assessments incorporating reasonable adjustments, where students are challenged and experience success.
- **Students** will undertake classwork and assessments at their level and gain support to achieve success

Assessment as & for learning

- **Staff** will develop assessment tasks that are formative and embedded in the learning process.
- **Students** will engage in assessment 'as and for' as well as of learning
- **Staff** will explicitly teach students skills in goal setting, self-reflection and interview skills
- communicate with parents regularly on work completion
- **Students** will complete all tasks, engage in self-reflection interviews and set goals for learning
- **Parents** will support students to complete all tasks

Products and Practices

What is achieved and how do we measure?

Product: 100% of Teaching programs reflect the Quality Teaching Framework

Product: 98% students complete all assessment tasks

Product: 70% of assessments are 'as and for' learning

Product : 100% of programs and assessments are differentiated

Product : Assessments reflect the use of ICT

Product : Interview process for reflection on learning in place for all students

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

Practice: Quality teaching and learning practices evident in classroom practice.

Practice: Students reflecting on the achievement of their personal learning plan

Practice: Students are provided with reasonable adjustments to ensure success.

Practice : Effective transition programs for all transition points (Yr 6 / Yr 8 / Yr 10 /12 / School to work-further education)

Practice : Use of ICT increased in each classroom

Strategic Direction 2: Developing positive partnerships and relationships

Purpose

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

To foster positive relationships within and beyond the school to create peaceful, respectful and productive learning environments. To create partnerships beyond the school that increase networks and support improved opportunities for authentic, real world experiences.

Improvement Measures

How do we measure?

- ❖ 5% reduction in mid-range referral numbers
- ❖ 1% Improvement in attendance data – whole days and 30% in partial truancy
- ❖ 30% increase in students accessing support programs
- ❖ Authentic assessment process in all years
- ❖ All identified Aboriginal students undertaking Norta Norta Tutoring

Evaluation Plan

- CENTRAL data analysis
- NAPLAN data analysis
- Parent & student forums/ surveys
- Tell them from me Survey

People

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

Students:

- Teach explicitly the behaviours associated with respect, responsibility and readiness to learn.
- Engage in programs which support smooth transitions incorporating self-reflection and goals setting.

Staff:

- Undertake PL in, and use the language of PBL
- PL of Learning Support Team in PBL data analysis
- provide mentorship throughout transition phases and programs
- develop partnerships with parents / carers to support students
- maintain a vigilant approach to attendance

Parents/Carers:

- Provide opportunities for a voice in the support of their student's learning
- Have input into the PBL process

Community Partners:

- provide authentic experiences to enhance transitions and extracurricular opportunities

Processes

How do we do it? Implementation of the Positive Behaviour for Learning (PBL) Framework:

Staff :

- Use PBL strategies and language
- Produce and analyse data to drive PBL action
- Reinforce PBL expectations through the commendation scheme and consequences

Students :

- Engage in explicitly taught expectation lessons
- Participate in the development of the values of respect, responsibility and readiness to learn expectations and consequences

Well Being Support

Staff:

- implement digital roll marking to monitor attendance and reduce partial truancy
- Implement support programs to improve outcomes
- Support and lead Aboriginal Education programs and inclusion of Aboriginal perspectives in all programs

Students :

- Choose appropriate support programs to meet their needs

Community Partnerships

- Develop and create sustainable community partnerships
- Promote SHS as the first choice for Partner School students

Products and Practices

What is achieved?

Product : 5% reduction in number of students in secondary band of PBL stats trial

Product : 30% increase in students engaged in support programs

Product : All Aboriginal students offered opportunities in ongoing cultural programs

Product : Norta Norta program implemented for all Aboriginal students identified through NAPLAN

Products: Positive responses in the TTFM Survey in social and emotional components

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

Practices: The languages and behaviours of PBL are demonstrated by all school community with the commendation scheme consistently implemented at teacher level

Practices : Frequent and well defined communication with parents to foster positive partnerships

Practices : Close monitoring of attendance communicated to parents, supported through digital rolls

Practices : Casual teachers inducted into practices and procedures

Strategic Direction 3: Promoting individual personal best

Purpose

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

Opportunity for success is the right of all students and staff. Improved basic skills and tailored learning supports the achievement of personal best and develops self-confidence.

Improvement Measures

- ❖ 100% of programs have Super 6 Literacy strategies embedded
- ❖ Fantastic 5 Program implemented in year 8 maths classes
- ❖ Teacher Accreditation plan refined for all TRA and developed for HA and lead teachers.

How do we know ?

- ❖ Program audit
- ❖ Check on Maths Online usage data
- ❖ Audit of personal plans for staff
- ❖ NAPLAN data analysis
- ❖ Classroom observations

People

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

Students :

- individual learning plans when required
- explicitly taught literacy and numeracy strategies
- Explicitly taught reflection and goal setting skills

Staff :

- continuing PL in Super 6 strategies and the literacy continuum.
- PL in a whole school writing program
- PL in implementing differentiated curriculum and assessments
- PL in fantastic 5 numeracy
- support to achieve accreditation at all levels of the TA scheme
- reminded to implement the positive aspects of the commendation scheme

Parents:

- ongoing communication with staff relating to academic progress and performance
- develop an understanding of the key strategies being implemented by the school

Community partners:

- mentoring, guest speaking and involvement in the authentic assessment process

Leaders :

- Leadership capacity built through teams of leading learners

Processes

How do we do it and how will we know?

Literacy Program

Staff :

- Embed Super 6 Literacy strategies in teaching programs and practice
- Use the Literacy Continuum to differentiate programs and assessments
- PL in whole school writing program
- Use data to drive program

Numeracy Program

- Implement whole school numeracy program
- Implement Fantastic 5 Numeracy program in Yr 8 Maths classes
- Train students in the use of Maths Online provided for all students
- Use data to drive program

Learning Plans

- Develop an in-school measurement to identify growth in performance
- All students and staff to develop learning plans for each year
- All students identified through NAPLAN to have IEPs developed
- All Aboriginal students to have PLPs developed
- All learning plans based on data and including expected reasonable adjustments communicated to staff

Teacher induction and accreditation

- All new staff to be inducted
- All TRAs & aspiring teachers to have support to complete and maintain accreditation

Products and Practices

What is achieved and how do we measure?

Product: 100% of programs have Super 6 Literacy strategies embedded

Product : Fantastic 5 Program implemented in year 8 maths classes

Product : An increase of 20% in the use of Maths Online

Product : All faculties implement whole school numeracy program

Products: Teacher Accreditation plan refined for all TRA and developed for HA and lead teachers.

Products: Continued positive growth in NAPLAN

Product : An in-school cross- faculty measurement of progress developed

Practice: 100% of teachers incorporate super 6 strategies in their classroom practice consistently

Practice: Data analysis utilised to identify strengths & weaknesses for learning plans

Practice: Embedded support programs for teachers requiring accreditation

Practice : All new teachers are inducted into the school.

Practice : All students have access to the STRIVE tutorial centre

