IHS School plan 2015 – 2017

Ingleburn High School
## School background 2015 - 2017

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| **STAFF IDEAS**         | Ingleburn High School is a co-educational comprehensive school which services the needs and aspirations of a diverse multi-cultural urban population. The school enrolment is currently at 703, including 49 Aboriginal and Torres Strait Islander students and 40% of the school population being from a non-English speaking background. The school has a support unit of three classes (one for students with moderate intellectual disabilities, one for students with autism, and one multi-categorical class). The school motto is Tolerance, Integrity and Excellence. These character traits are nurtured and fostered in a caring and supportive learning environment. Ingleburn High School aims to provide broad-based educational experiences that are both relevant and challenging in cooperative classrooms. Students are encouraged at all times to take responsibility for their own academic and social learning, extending their own abilities and interests so that they can reach their potential and make valuable contributions toward Australian society. The school continues to build a vibrant learning community focusing on student achievement, community connections, teaching practice and opportunity. | All stakeholders were invited to have input in the school's future directions and planning through a range of strategies including surveys, meetings and open discussions. All responses were tallied and were used as a vehicle for the schools vision. Specifically the following strategies were used:  
- Discussion at P&C  
- Executive meeting – new planning tool PD activity  
- Executive team attending PPA School Planning T&D  
- First staff meeting – New planning tool presentation  
- Faculty meetings discussion focusing on the 3 strategic priorities for the school  
- P&C follow up from school discussions  
- Senior executive meetings and Principals planning sessions.  
- Regular updates at staff, executive, faculty and P&C meetings. |
IHS School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Students - High Expectations.
To develop in all students, the value of high expectations; ensuring that we facilitate the necessary skill set for students to be life-long learners who strive to achieve their best in their educational, employment and personal endeavours.

STRATEGIC DIRECTION 2
Staff – Inspired Teaching
To work collegially to develop and share innovative and diverse professional practices which are relevant, engaging and significantly improve the learning outcomes of all students. Ingleburn High School teachers are highly motivated with a passion to inspire and take responsibility for their professional development to ensure student success.

STRATEGIC DIRECTION 3
Community – Connected Community
To develop and nurture a school community which values building leadership capacity. Open partnerships between schools, parents, local businesses and other interested stakeholders, will ensure that a dynamic culture of teaching and learning is sustained.
Strategic direction 1: [High Expectations]

**PURPOSE**

To develop in all students, the value of high expectations; ensuring that we facilitate the necessary skill set for students to be life-long learners who strive to achieve their best in their educational, employment and personal endeavours.

**PEOPLE**

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

**Students:**

Students will develop skills in analysing and improving their overall learning progress and performance and make judgements about their success and confidence as learners.

**Staff:**

Staff will participate in high quality professional development to deliver teaching and learning programs that focus on new and better practice and 21st Century learning.

**Parents:**

The whole school parent community to be informed of high expectations and involved in assisting students to set goals and achieve success.

**PROCESSSES**

How do we do it and how will we know?

**Students:**

All students have an ILP updated on a regular basis. Appropriate choices in subject selection evidenced by reduced subject changes and improved academic results.

**Student newsletter to promote student achievements and leadership experiences.**

**Whole school goal setting programs implemented that encourage students to take more responsibility for their own learning.**

**Literacy and numeracy strategies explicitly taught across all KLA’s including HHH, BOOST, ALARM.**

**Whole school programs to be developed to promote student voice and facilitate resilience, student satisfaction and engagement which will result in individual and collective wellbeing.**

**Evaluation Plan:**

**Access to quality student feedback via formal and informal surveys.**

**Timely and ongoing evaluation of whole school programing and assessment practices.**

**Performance and Development Framework and the Australian Professional Standards for teachers are reflected in whole school professional development activities.**

**PRODUCT AND PRACTICES**

What is achieved and how do we know?

**Products:**

From enrolment all students create and implement an annual personalised goal setting and learning plan supported by the explicit use of student data.

100% of Year 9 students achieving Band 3 or above in NAPLAN.

Improved levels of student engagement resulting in an upward trend in HSC data from low to higher Bands.

**Students entering into work, training or further education.**

**Whole School attendance is above state average.**

Greater number of gifted and talented students actively involved in alternative and extra-curricular opportunities.

Outstanding teaching practices are reflected in all school teaching programs.

Leadership programs developed and implemented in each year group for academic and social progress incorporating improved attendance, participation, behaviour and retention measures.

**Practices:**

Establish an ‘Aspire’ class from Year 7 for highly motivated learners.

Consistency in teaching programs and teacher judgement around formative assessment and the literacy and numeracy continuum.

Staff routinely analyse attendance, transition, NAPLAN & HSC data to drive continual student improvement.

Systematic and regular evaluation in learning and teaching is undertaken, with feedback informing future planning.

Cultural awareness strategies to be embedded in all faculty teaching programs.

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Students create and implement an annual personalised goal setting and learning plan. 100% of Year 9 students achieving Band 3 or above in NAPLAN.

Upward trend in HSC data from low to higher Bands.

Students entering into work, training or further education.

Whole School attendance is above state average.

All Students have access to and success through a curriculum that encompasses their learning needs.

Outstanding teaching practices are reflected in all school teaching programs.

Leadership programs developed and implemented in each year group for academic and social progress incorporating improved attendance, participation, behaviour and retention measures.
Strategic direction 2: [Inspired Teaching]

PURPOSE

To work collegially to develop and share innovative and diverse professional practices which are relevant, engaging and significantly improve the learning outcomes of all students. Ingleburn High School teachers are highly motivated with a passion to inspire and take responsibility for their professional development to ensure student success.

IMPROVEMENT MEASURE/S

All programs are differentiated for student abilities and learning styles, catering to the diversity of all students’ individual needs. Project based learning is being adopted by teachers in appropriate units of work. Programs embody and promote student centred, inquiry based learning which is cross-curricular in nature.

Students have access and success through a curriculum that encompasses individual learning needs and provides accelerated learning opportunities. Teachers achieving higher levels of accreditation increase in the number of staff leading professional development across the school.

PEOPLE

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

Students:
Students continue to receive enriched and engaging lessons through quality teaching programs.

Staff:
The teacher, in partnership with students designs powerful classroom opportunities and use their human, social and decisional capacity to enrich students learning experience.

Provision of a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self-evaluation and sharing of ‘new’ and innovative professional practice.

Parents:
Parents will be invited to participate in all school information and decision making sessions including: achieving high level HSC success, subject selection and parent teacher nights.

Community:
Local community expertise will be identified and utilised to enhance teaching and learning programs.

Leaders:
The Executive Leadership team will participate in high quality professional development in order to develop their and their staff’s ability to program with excellence.

PROCESSES

How do we do it and how will we know?

Further professional development in understanding and implementing the Literacy and Numeracy Continuum for monitoring, grouping and planning purposes.

Professional Development Plans to include opportunities to have open dialogue amongst teachers and to monitor change in their perceptions and practices to lead to whole school improvement.

Incorporate Project Based Learning into teaching programs and practices.

Teachers to adopt authentic assessments to inform teaching and learning practices and accurately reflects the achievement of students.

Teachers to focus on creating compelling and personally relevant learning to connect with real world experiences. Hence students cease to be receivers of content and instead become activators of their own learning.

Evaluation plan
Timely, frequent and improvement focused feedback supports teachers’ efforts to improve their practices and achieve career goals.

Central data reflects a reduction in welfare referrals and negative incidents.

Tools for providing more complex assessment experiences, e.g. through game based assessments, online capture of process skills and collaborative problem solving, etc.

Faculty programs, classroom observations and student feedback reflect faculty implementation of school wide literacy and numeracy strategies.

PRODUCT AND PRACTICES

What is achieved and how do we know?

Product:
All programs are differentiated to cater for individual student needs, abilities and learning styles.

Project based learning is be adopted by teachers in appropriate units of work. Programs embody and promote student centred, inquiry based learning which is cross-curricular in nature.

All students have access to, and experience success through, a curriculum that encompasses the learning needs of all and provides accelerated learning opportunities. Teachers achieving higher levels of accreditation.

Practices:
Teachers organise students in flexible and fluid groupings for differentiated teaching and learning.

Project Based Learning investigated and implemented across the school including cross faculty collaboration and projects.

Open classrooms where practice is shared by highly skilled staff

Time allocated to support structured Professional dialogue opportunities.

Increase staff participation in Professional learning teams. Leadership capacity building and Career Development.

Programs directly address the specific learning needs indicated in NAPLAN/SMART and PLAN data. for High School Future

Senior Executive lead and mentor staff who are aspiring educational leaders.
Strategic direction 3: [Connected community]

PURPOSE
To develop and nurture a school community which values building leadership capacity. Open partnerships between schools, parents, local businesses and other interested stakeholders, will ensure that a dynamic culture of teaching and learning is sustained and raises the profile of the school in the community.

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

Students: Embed and sustain whole school programs to include skills that prepare all learners to be life-long creative, connected and collaborative problem solvers and to be healthy, happy individuals who contribute to the common good in today’s globally interdependent world.

Staff: Develop capabilities for teaching Stages 3 – 4 across the CoS.
Engage in building positive links with local business and agencies and forge partnerships that lead to real life learning experiences. Staff provide parents with strategies and resource awareness to support their student’s leaning at home.

Parents: Parents to be actively engaged in whole school activities and operational practices by providing quality feedback through a variety of measures.

Community partners: The school will connect and build positive and sustainable relationships with all of our community partners and agencies to acknowledge and support student achievement and raise the profile of the school in the community.

Leaders: The executive leadership team to work with the local community in building networks of opportunity that will support teaching and learning programs.

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

Parent information sessions and workshops about the Australian Curriculum at SSPS
Development of a literacy page on the school website/newsletter on which to publish hints and tips, student work, useful links, App of the Week etc
A wide range of targeted programs to be offered to students.
Engage in positive partnerships with community agencies
Promotion of the schools Sponsorship Policy and opportunities for local business and agencies to support teaching and learning programs.
Student goal statement and successful transition for all students enrolling in IHS.
Exploration and implementation of alternate curriculum structures to meets student’s needs.

Evaluation
Parents given the opportunity to discuss how they can support community growth.
Parent information sessions and workshops for assessment and reporting
Provide relevant literature and website links enabling our learning community to more confidently support their student at home.
Tell Them From Me* survey conducted to inform future directions.
Exit school data collected through C/A
Number of students in ‘targeted programs’ each year followed up with quality evaluations.
Regular reporting against milestones by the executive leadership team.
Technology team develops and implements BYOD policy and investigates programs that will enhance communication with parents.
Review IHS Code of Welfare and Discipline Policy and merit system.
Program success: In2Uni, ASSC, SRC/Sports committee & mentoring, White Ribbon and Reconciliation Garden.

PRODUCT AND PRACTICES
What is achieved and how do we know?

Product
CoS: Seamless transition from partner Primary Schools to High School.
Teaching strategies, assessment tasks and rubrics will be prepared and used following backward mapping of syllabus outcomes from Stage 3-4.
Business Black Board: All Faculties to have a business connection that provides real world learning experiences to enhance employment opportunities.
Focus groups that reflect community expertise and knowledge to be developed within the P&C to benefit student learning.
Students take risks in their learning, respect themselves, others and all cultures.
Students care about the school environment, attend appropriately and wear school uniform.
High participation in school and wider community events including volunteering & student leadership events.
Increased student participation in school decisions and support leadership, wellbeing and a school canteen.
Greater number of high quality whole school events which are student driven and run.

Practices
Whole school uniform policy is respected and followed by the student population.
Parent expertise data base to be developed.
Staff and students reflect and report on the achievement of their own learning and leadership goals.
Parents and caregivers are able to engage with the school at a level that suits their personal family circumstances.
Quality in-school programs, volunteering and events.