

# Findon High Site Improvement Plan 2016/17

## Priority: Effective Teaching at FHS

### Growth Targets

- *To be the High school which achieves the greatest growth in SACE completion in the Western Suburbs*
  - *Student feedback and perception data reflects high challenge and engagement*
- *Increase in number of teachers meeting highly proficient standard –(National Professional standards for teachers)*
  - *Growth in achievement in PAT/R, PAT/M and NAPLAN*

Strategies (Leaders Will...)	Outcomes (Teachers will...)	Indicators (Students will...)
<ol style="list-style-type: none"> <li>1. Facilitate high quality teacher development to ensure high quality learning experiences for students</li> <li>2. Develop leadership capacity and density in all areas of the school, in particular Teaching and Learning.</li> </ol>	<ul style="list-style-type: none"> <li>• Reflect upon their practice, using the AISTL professional standards and TfEL framework</li> <li>• Participate in the peer observation process, focussing on school priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Engage successfully with the relevant curriculum with an increase in the number of students achieving the DECD standard.</li> <li>• Use their curriculum learning to engage with lifelong learning</li> </ul>
<ol style="list-style-type: none"> <li>3. Drive a growth mindset in all areas of the school community to build a culture of “success for all”</li> </ol>	<ul style="list-style-type: none"> <li>• Analyse student achievement data to inform next steps planning</li> <li>• Utilise knowledge of the needs of all learners in designing programs of learning and tasks that are challenging, engaging and result in the targeted growth</li> <li>• Support students to reflect upon their own achievement, set goals and monitor their progress towards them, using available data</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect meaningfully o their learning and set goals accordingly</li> <li>• Report high levels of interest and challenge</li> <li>• Report high engagement and increased attendance</li> </ul>

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<p>4. Continue to foster a deep 21st century learning culture through performance development</p>	<ul style="list-style-type: none"><li>• Practice professional learning in support of developing 21<sup>st</sup> century learning design</li><li>• Foster collaboration between colleagues towards enhanced student learning (TLT)</li><li>• Embed co-design as a planning model</li><li>• Participate in task analysis moderation</li><li>• Embed ICT throughout all curriculum areas</li></ul>	<ul style="list-style-type: none"><li>• Experience success in a range of challenging learning tasks in line with relevant curriculums</li><li>• Moderated task analysis shows an increase in student expectations</li><li>• Engage their digital native citizenship and use ICT as a tool to enhance their own learning</li></ul>
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# Findon High Site Improvement Plan 2016/17

## Priority: Effective Interventions at FHS

### *Growth Targets*

- *All staff are able to clearly articulate intervention strategies used within their daily programs*
  - *Wave 1, Wave 2 and Wave 3 intervention strategies and programs are implemented across the school*

<b>Strategies</b> (Leaders Will...)	<b>Outcomes</b> (Teachers will...)	<b>Indicators</b> (Students will...)
<ol style="list-style-type: none"> <li>1. Drive the development of a High Will /High Skill culture</li> <li>2. Invest in and implement strategies in relation to developing learning goals and success criteria.</li> </ol>	<ul style="list-style-type: none"> <li>• Use Individualised learning documents to inform planning and pedagogy.</li> <li>• Use assessment data to inform explicit teaching and curriculum goal setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased engagement in learning for <b>all students</b></li> <li>• Achievement of SMART goals</li> </ul>
<ol style="list-style-type: none"> <li>3. Whole site agreement is reached on the implementation of intervention programs</li> </ol>	<ul style="list-style-type: none"> <li>• Actively monitor student learning to identify students requiring interventions</li> <li>• Intervention strategies are implemented consistently across the site</li> </ul>	<ul style="list-style-type: none"> <li>• Successfully engage with intervention programmes (success driven by learning goals)</li> <li>• Increase in % of students reporting understanding of intervention strategies and programs and purpose of learning</li> </ul>

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<p>4. Facilitate staff capacity to implement high effect size strategies (Hattie) – Professional Development and resources</p>	<ul style="list-style-type: none"> <li>• Provide feedback (high effect) to individual students on their progress</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve minimum gains of or at least above the average SEA (DECD Standard of Educational Achievement)</li> </ul>
<p>5. Build staff capacity to deliver programs that foster growth mindset and well being (Findon Culture)</p>	<ul style="list-style-type: none"> <li>• Foster development of self-directed and active learning</li> </ul>	<ul style="list-style-type: none"> <li>• Lead the development of wellbeing resources to enhance wellbeing, improve learning and attendance rates.</li> <li>• Report improved wellbeing, attendance rates and learning</li> </ul>

# Findon High Site Improvement Plan 2016/17

## Priority: Community Partnerships at FHS

➤ *To increase student enrolments by approximately 50%*

➤ *To be a school of preference based on engagement and academic achievement*

<b>Strategies</b> (Leaders Will...)	<b>Outcomes</b> (Teachers will...)	<b>Indicators</b> (Students will...)
1. Lead and facilitate improved partnerships with parents Inner West Schools and the broader Community	<ul style="list-style-type: none"> <li>• Create and foster school, parent community and business partnerships</li> <li>• Use learner management system to build partnerships with parents around student learning/progress</li> </ul>	<ul style="list-style-type: none"> <li>• Be purposefully and highly engaged in a range of learning experiences that enhance their learning and future pathways</li> <li>• Benefit from enhanced student/teacher/parent communication</li> </ul>
2. Facilitate and support teachers to participate in ongoing Outreach Programs in Inner West Primary school to support a smoother transition and continuity of learning and achievement and school growth 3. Devise and refine transition processes	<ul style="list-style-type: none"> <li>• Create and sustain partnerships with Inner West Primary schools</li> <li>• Support transition processes</li> </ul>	<ul style="list-style-type: none"> <li>• Experience positive transitions and continuity of learning</li> <li>• Co-design and participate in outreach and transition programs as part of their learning</li> </ul>