School plan 2015 – 2017

Eagle Vale High School 8569

21st Century Learners

Culture & Wellbeing

Pathways & Transition
<table>
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<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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</table>
| **Every student will achieve their personal best for today and future successes.** | Eagle Vale High School is located in the Campbelltown school district and has an enrolment of 594 students. The school has four main feeder primary schools including Blairmount, Claymore, Eschol Park and Kearns. The school has a culturally diverse community with students from over thirty cultural backgrounds. The largest group is the Pacific Communities, making up just under 40% of the school population, and identifying as Samoan, Tongan or Maori.  
The school is committed to sustaining and building a culture of learning. All teaching and support staff are committed to improving the learning outcomes of student’s at all academic levels. The school is also committed to credentialing students at the highest academic level they can achieve. The school seeks to develop and implement student welfare programs that are linked to improving student learning programs.  
Important strategies implemented by the school to improve learning include, every five weeks students and parents will be given feedback using the one pro-forma, indicating their academic performance compared to a state-wide standard. This will indicate the areas they have done well in, as well as the areas needing further improvement. The school has also introduced a consistent process for teaching students how to answer questions and solve problems based on Newman’s Error Analysis.  
The school has outstanding facilities for vocational education, including a Metals Trade-Training Centre; a sound recording studio and hall with sound and lighting facilities the equivalent of a public performance centre. | The school-planning process has involved consultation with students, staff and community members. Students were invited to provide insight through focus group discussions; all staff were surveyed and took part in a number of workshops, reviews and discussions; and, the community were asked to complete surveys. The analysis and feedback from all stakeholders was then used to create a shared vision and inform the development of the three strategic directions of the school-plan. Each of the three strategic directions has been assigned a senior leader that will work with a team to ensure that the processes and strategies are effectively implemented, monitored and evaluated every 5 weeks.  
Throughout the planning process the team engaged with The Principal, Schools Leadership, High Performance Learning, for professional learning, advice and feedback. |
Purpose:
To deliver engaging learning experiences that develop students’ skills and knowledge to empower them to reach their full potential.

Purpose:
To support students in their ongoing development as respectful and responsible young adults.

Purpose:
To facilitate effective transitions between primary and high school, further study, training and employment to meet the diverse needs and goals of all students.
### Strategic Direction 1: 21st Century Learners

**Purpose**
To deliver engaging learning experiences that develop students’ skills and knowledge to empower them to reach their full potential.

<table>
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<th>Improvement Measures</th>
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<tr>
<td>- Teaching programs across all KLAs embed C21st pedagogies</td>
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<tr>
<td>- Project-based learning implemented across stage 4</td>
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<tr>
<td>- 100% of non-used spaces transformed into flexible C21st learning spaces</td>
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<td>- decrease in whole-day absences and partial truancy</td>
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<tr>
<td>- 100% participation in teacher Professional Learning program</td>
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<td>- 10% increase in the number of staff working towards or gaining accreditation at highly accomplished or lead level</td>
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<th>People (CAPACITY BUILDING)</th>
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<td>How do we develop capabilities of our people to bring about transformation?</td>
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</table>

**Students:** Continue to develop student’s ability to think creatively and to share knowledge with others by engaging in the learning opportunities that are provided.

**Staff:** Develop excellence in practice by engaging in, and implementing, dynamic professional learning.

**Parents:** Showcase the learning experiences of students through a variety of modes.

<table>
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<th>Processes (Projects / Strategies)</th>
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<td>How do we do it and how will we know?</td>
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**Innovative C21st Pedagogical Practices**
Students will be involved in a range of learning opportunities to engage and prepare them for their future, including Project-Based Learning activities

**Personalised Professional Learning & Aspiring Leaders Program**
Staff are supported through a whole-school professional learning program that is aligned to the teaching standards and their professional learning plans. Aspiring leaders will be invited to participate in a program to develop their leadership capacity.

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<th>Products and Practices</th>
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<tr>
<td>WHAT do we want it to look like in 3yrs</td>
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**Products:**
- C21st pedagogies embedded into teaching & learning programs across all KLAs, including group-work & self-directed learning tasks
- stage 4 students demonstrate improved critical-thinking and problem-solving skills
- improved whole-day student attendance and decreased partial-truancy rates
- 100% participation in teacher professional learning program
- 10% increase in the number of staff working towards or gaining accreditation at highly accomplished or lead level

**Practices:**
- stage 4 students engage in learning that incorporates quality, evidence driven pedagogical practices and student-centred learning
- restyling of current spaces into flexible C21st learning spaces
- staff engage in embedding C21st pedagogies; including group work, effective use of technology & feedback
- a collaborative professional learning community exists, with staff engaging in innovative and current professional learning experiences, applied to classroom practice.
- Aspiring leaders participate in opportunities to develop their capacity

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**Evaluation**
- Data analysis (school-based, NAPLAN, SENTRAL)
- A project team assesses and evaluates improvements in the classroom setting and regularly reports and provides feedback to staff

**C21st Learners**
Use of higher order thinking, engagement in goal setting and self-directed learning, problem-solving and project / inquiry based learning

**OR**
Critical thinkers, who are creative, collaborate & use a range of communication methods.
## Strategic Direction 2: Culture & Wellbeing

### Purpose

To support students in their ongoing development as **respectful and responsible** young adults.

### People (CAPACITY BUILDING)

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

**Students:**
- Train student leaders in required skills through a range of settings
- Students provided support as they develop a range of initiatives with primary schools

**Parent:**
- Develop regular authentic opportunities for parent involvement in school initiatives

**Community:**
- Regular communication and development of structured protocols when working on initiatives

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

#### Aboriginal Cultural Program
Indigenous students are encouraged to celebrate and embrace their culture through a range of learning and cultural experiences.

#### Alternative Learning Projects
Support for students and their families by working with a range of local community agencies in establishing an alternate learning centre for students on long suspension. Work with local agencies in providing a variety of social skilling programs and school based mentoring.

**Future Leaders Program**
Develop leadership capacity of students through a range of initiatives.

**Positive Behaviour for Learning**
Continue to develop an improved school culture using Positive Behaviour for Learning as the foundation building blocks.

### Processes (Projects / Strategies)

### Products and Practices

**WHAT do we want it to look like in 3yrs**

**Products:**
- an increased number of indigenous students participate in programs specific to them
- an increased number of students-at-risk linked with appropriate support agencies
- an increased range of leadership opportunities for students to participate and engage-in
- an increased number of positive incidents, decreased number of negative incidents and suspensions
- an increased numbers of students wearing their uniform with pride
- improved community perception

**Practices:**
- quality Aboriginal-programs delivered to Indigenous students
- the Learning Support & Welfare teams identify and link students to appropriate programs
- a dynamic student leadership team that encourages and upholds the school values and is respected by the whole school community
- a culture of respectful relationships throughout the whole school-community

### Improvement Measures

- 70% of indigenous students participate in programs
- all at-risk students linked with support agencies
- an increased range of leadership opportunities for students to participate and engage-in
- 10% decrease in suspensions
- 100% of students wearing uniform
### Strategic Direction 3: Pathways & Transition

#### Purpose

**To facilitate effective transitions between primary and high school, further study, training and employment to meet the diverse needs and goals of all students.**

#### People (CAPACITY BUILDING)

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

**Student:**
- train student-leaders to facilitate the transition lessons
- students provided instruction that develops their capacity to engage in the opportunities presented

**Staff:**
- provide staff with the opportunity to visit primary schools, be involved in joint professional development, and to share and learn from each other

**Parents:**
- provide regular communication and education so parents can best support students in their chosen pathway

**Community:**
- provide regular opportunities to liaise with and build collaborative partnerships

#### Processes (Projects / Strategies)

**Year 6 – 7 Transition Program**

Primary students participate in a program that includes: debating, discos, music, sporting activities, & various cross-curricula lessons delivered at the high school.

It is envisaged that:
- staff across all schools will participate in joint professional development days
- future student leaders will deliver lessons and act as mentors & tutors to the primary students

**Planning for Life Beyond School**

Each student will participate in a broad range of transition programs in order to make informed decisions about their future pathways.

**ATAR Student Club**

Through the interview process, ATAR students will be identified and supported through a program of mentoring, future teachers club, university visits, HSC lectures & Fast Forward.

**Community & Industry Partnerships**

Strengthened partnerships to support students develop skills for post-school opportunities.

#### Products and Practices

**WHAT do we want it to look like in 3yrs**

**Product:**
- % increase in-area enrolments
- increased levels of communication between school and the community, supported by a variety of modes
- personalised student pathways
- improved academic culture as indicated by increased numbers of Bands 5 & 6, university rates, destination surveys etc.
- increased % of students making links with industry and training opportunities

**Practices:**
- strengthened links program
- effective and regular communication between school and the community
- the maintenance of a database that records and maps students opportunities and achievements
- every student develops an individual pathway portfolio / exit plan
- ATAR students are supported through a program customised to meet their needs
- regular communication with students regarding industry opportunities and events

#### Improvement Measures

- 10% increase in-area enrolments
- 100% of students have a personalised pathway with opportunities to link with industry
- 100% of ATAR students achieve at least one Band 5