At Elderslie High School we plan to develop global citizens who are equipped with 21st Century skills, are resilient and able to accept diversity within our community. We will achieve this by facilitating a dynamic culture of learning where high expectations are paramount to maintaining our valued traditions whilst driving our commitment to ongoing improvement.

**Strategic Direction 1**
Dynamic leadership practices building collective efficacy

**Strategic Direction 2**
Consistent High Standard Educational Practice

**Strategic Direction 3**
Active, collaborative partnerships ensuring student engagement
School background 2015 - 2017

SCHOOL VISION STATEMENT

The purpose of the Elderslie High School plan is to develop global citizens that are equipped with 21st Century skills, are resilient and able to accept diversity within our community. We will achieve this by facilitating a dynamic culture of learning where high expectations are paramount to maintaining our valued traditions whilst driving our commitment to ongoing improvement.

SCHOOL CONTEXT

Elderslie High School is located in South-Western Sydney, drawing students from Camden and surrounding areas. It is a large, comprehensive, co-educational secondary school offering extensive academic, sport and extra-curricular programs to 970 students. The school student body is made up of 7% LBOTE and approximately 3% Aboriginal and Torres Strait Islander students.

The school's mission is to provide an effective and challenging educational program for all students and our sustained success reflects our commitment to raising achievement for everyone. There is a strong emphasis on excellence but also recognition of the range of talents and learning needs of students. The school motto and core values are Excellence, Honour and Service.

Elderslie High School is a high achieving secondary school where everyone is given the opportunity to do their best. The school and individual students have received numerous awards for excellence or outstanding achievement at regional, state and Australian level, including awards for engagement and retention, sport, vocational education and training, transition, creative and performing arts, textiles and design and agriculture. Sport and the creative and performing arts are both integral parts of the curriculum at Elderslie High School. Elderslie is the premier sporting school in the Macarthur area.

Many students first experience Elderslie High School whilst at primary school. Our community of schools partnership program with our three partner primary schools is an award winning program. Through innovative means, we plan and organise for improved learning outcomes in literacy, numeracy, LOTE, sport and the performing arts.

SCHOOL PLANNING PROCESS

Elderslie High School trialled the new planning process in 2013-2014. Consequently the planning process for 2015-2017 involved re-confirming, reconceptualising and/or refining the key directions and elements of the plan. The three strategic directions developed following consultation were:

- Dynamic leadership practices building collective efficacy
- Consistent High Standard Educational Practice
- Active, collaborative partnerships ensuring student engagement

The 2015-2017 School Plan flows from the strategic directions and sets clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years. Each strategic direction provides details of the purpose, people and processes, and products and practices that are to be realised through implementation of the plan.
To develop a cooperative and collaborative school culture of learning. A community in which staff and students take responsibility for their own ongoing learning, strive for growth and improvement and who make strong connections within and beyond the school thus building leadership and supporting system efficacy.

**Process 1 - Teacher Performance & Leadership**

**Process 2 – Student Leadership**

To ensure learning for students across our school is based on quality educational delivery and consistent, high standard, shared professional practice.

**Process 1 – Pedagogy Project**

**Process 2 – Striving for Success**

To develop an approach which builds community support so that learning is personalised and engaging for each student.

**Process 1 – Engagement**

**Process 2 – Focus on innovation**
## Strategic direction 1: Dynamic leadership practices building collective efficacy

### PURPOSE

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

To develop a cooperative and collaborative school culture of learning. A community in which staff and students take responsibility for their own ongoing learning, strive for growth and improvement and who make strong connections within and beyond the school thus building leadership and supporting system efficacy.

### IMPROVEMENT MEASURE/S

All staff have evidence to demonstrate their progress and attainment of National Teaching Standards and their own 2015-2017 Performance and Development Plan.

Student participation in school decision making to support leadership and wellbeing increases by 20%.

### PEOPLE

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

- **Students**: Understand that leadership growth is attained through the achievement of goals and careful planning.
- **Lead and initiate student leadership opportunities.**
- **Staff**: Through collaborative learning staff develop the mindset that forming respectful relationships of trust is important to achieve growth.
- **Through classroom observations develop the mind-set that growth of learning outcomes can occur as a result of formative assessment.**
- **Understand how to build their own leadership capacity.**
- **Through a mentoring/coaching course the executive develop skills to give feedback and support the development of their staff.**
- **Understand that student voice is an integral part of school decision making.**
- **Leaders**: Through executive TPL program, leaders are supported to monitor and ensure the sustainable practice of using PDP goals to improve student learning and to utilise and grow their own expertise to enable teachers to implement best practice and to guide the development of leadership skills.

### PROCESSES (PROJECTS & PROGRAMS)

How do we do it and how will we know?

**Process 1 - Teacher Performance & Leadership**

Using the National Standards to constantly improve teacher quality by guiding teachers to move to the next level of knowledge, practice and professional engagement expected in the next step of their career. The focus is on:

- Using the Performance Development Framework
- Accreditation at all levels
- Beginning Teacher programs
- EHS Leadership Matrix
- Aligning TPL

**Process 2 – Student Leadership**

Planned participation in a variety of formal and informal initiatives such as leadership programs, mentoring workshops, staff meetings, student wellbeing programs/events.

### PRODUCTS AND PRACTICES

What is achieved and how do we know?

**Products:**

- All staff have evidence to demonstrate their progress and attainment of National Teaching Standards and their own 2015-2017 Performance and Development Plan.
- Student participation in school decision making to support leadership and wellbeing increases by 20%.
- 50% increased involvement of Aboriginal students in leadership programs.

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

**Practices:**

- 80% of staff are aligned to the directions of the school plan and actively support this with a focus on personal and collective efficacy.
- All staff engage in a culture of professional learning into which lesson observations of colleagues occurs within and across faculties.
- 100% of staff understand the importance of peer feedback on their practice and use it to improve their teaching.
- All staff are engaged in regular reflection and the use of formal and informal feedback to develop deeper insights into the effectiveness of their own teaching practice and leadership goal/s.
- Students drive the student leadership programs.
- Visible student involvement in a variety of school initiatives.
Strategic direction 2: Consistent high standard educational practice

**PURPOSE**

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

To ensure learning for students across our school is based on quality educational delivery and consistent, high standard shared professional practices.

**PEOPLE**

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

**Students:** Understand and apply feedback provided within reports and assessment tasks to ensure future improvement.

Utilise a common writing platform across the curriculum.

High performing students utilise strategies for academic improvement.

**Staff:** Understand the importance of creating and implementing learning activities and assessment tasks for all learner types.

Understand and apply best practice in effective feedback.

Staff understand the connections between the analyses of data and improved teaching practice.

Ability to analyse data, identify improvement strategies, implement the writing platform and cater for students who bring their own device is increased.

**Leaders:** Ability of executive staff to monitor the implementation of school plan reforms.

**Parents:** Capacity to effectively support their child’s learning.

**PROCESSES (PROJECTS & PROGRAMS)**

How do we do it and how will we know?

**Process 1 – Pedagogy Project**

A common writing platform is developed and is transportable between all faculties within the curriculum.

Provide professional learning opportunities to engage staff in the use of the writing platform and analyses of data.

Pedagogy team devises strategies for student observation and feedback around teaching practice.

**Process 2 – Striving for Success**

Executive develop and implement professional learning strategies resulting in quality feedback and regular data analysis.

Provide a program of events to support Year 12 GAT students.

**Evaluation plan**

**Internal:** Regular reporting against milestones by the executive team; feedback from faculties and Pedagogy team; analysis of school based, RAP and SMART data; student and parent satisfaction surveys.

**External validation:** NAPLAN data; HSC data; comparison of internal data will support educational research (eg J Hattie).

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

**Products:**

10% increase in the number of students in Year 7 and 9 who are at proficient level in writing.

50% of HSC course results are above State average in the HSC.

Effective feedback is provided to students by all staff to enhance student effort and performance.

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

**Practices:**

All staff embed differentiation strategies in their programs and teaching practice to cater for advanced, mainstream and remedial learners.

Staff routinely analyse Year 11 and 12 data to drive continuous improvement.

All staff consistently use best practice feedback systems in teaching, learning and assessment.

All Stage 4 and 5 teachers consistently utilise the EHS writing platform and provide evidence as part of Performance Development Plans.

Identified GAT students participate in extension workshops.
Strategic Direction 3: Active, collaborative partnerships ensuring student engagement

**PURPOSE**

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

To develop an approach which builds community support so that learning is personalised and engaging for each student.

**IMPROVEMENT MEASURE/S**

Improved student engagement through the development and implementation of programs and strategies that support individual and collective wellbeing.

All students on education plans have successfully transitioned between school stages and beyond school.

**PEOPLE**

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

**Students:** Understand that participation in programs and events (including extracurricular programs, literacy & numeracy initiatives, leadership opportunities and subject selection counselling) will enhance learning outcomes.

Students are taught how to identify, develop and evaluate goals in a supportive environment that encourages growth.

Understand the range of technological options available under BYOD and can use this to support their learning.

**Staff:** Gain confidence in reviewing education plans so that improvement can be measured against learning goals.

Teachers participate in TPL on development and review of education plans.

Staff understand the connection between PBL and the school’s Welfare & Discipline Policy.

**Parents:** Understand the importance of their contribution to the:

- development and review of education plans in informal and formal ways.
- Stage 6 subject selection.

Ability to engage with a range of school communication systems.

**Leaders:** School executive lead TPL on review of education plans.

School Executive continue to source outside agencies programs and community support for transition and student wellbeing.

**PROCESSES (PROJECTS & PROGRAMS)**

How do we do it and how will we know?

**Process 1 – Engagement**

Staff differentiate and adjust teaching programs and lessons to meet the specific learning needs of students on education plans. Strategies to support this include:

- Review Stage 5 curriculum, including class structure, courses and programs.
- Evidence of adjustments.
- Review and development of education plans.
- Increase number of education plans to include identified students requiring career planning.
- Access community based programs.

**Process 2 – Focus on innovation**

All initiatives are underpinned by principles of sound curriculum reform and quality practice. Strategies to support this include:

- Action research on the viability of alternate curriculum structures.
- BYOD policy and device use in classroom practice.
- Review of school communication.
- Parent forums.

**Evaluation plan:**

**Internal:** School and Community Engagement Matrix

Analysis of school app & website use

Tell Them From Me Parent surveys

**External:** RoSA, number of families using school communication options

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

**Products:**

- Improved student engagement through the development and implementation of programs and strategies that support individual and collective wellbeing.
- All students on education plans have successfully transitioned between school stages and beyond school.
- Student attendance and retention is above state average.

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

**Practices:**

- Identified students participate in support programs.
- Parents are an integral part of the development of transitionary links between school and post-school destinations.
- Staff report on student growth following implementation of Education Plans.
- Students embrace the choices of technology offered to collaborate, communicate and create, in order to achieve their learning goals.
- The school uses collaborative feedback and reflection to promote and generate learning and innovation.
- Practices and processes are responsive to school community feedback.