At Pittwater High School our overall purpose is to build a learning empowered school in which students have the opportunity to excel as they develop capabilities of critical and creative thinking, collaboration, communication and resilience that will equip them as successful contemporary global citizens.

**Strategic Direction 1:**
Student engagement through quality teaching and learning practices

**Strategic Direction 2:**
Holistic development of the child into an independent young adult

**Strategic Direction 3:**
A collaborative and connected community of empowered learners
### School vision statement

At Pittwater High School our purpose and vision is to build a learning empowered school in which students have the opportunity to excel as they develop capabilities of critical and creative thinking, collaboration, communication and resilience that will equip them as successful contemporary global citizens.

### School context

Pittwater High School is a large co-educational community school. The school has a very committed school community, executive, teaching and administrative staff who live and work in the community. The senior executive staff and teachers are highly committed to 21st century learning pedagogy and developing future focused students to ensure students move successfully into their future careers. Developing the capabilities in our students to be lifelong learners is evidenced in our innovative programming and assessment. Our school is a lighthouse in our community with sophisticated amenities including a digital media centre with touch screen technology, laser cutter, modern science laboratories, a performing arts space, and a trade training centre as well as a robust technology infrastructure servicing all classrooms. Pittwater High is renowned for the extensive music and band programs that operate in the school including the only symphonic orchestra in the district. The school is also unique with an established farm to assist the 185 students studying agriculture each year.

Although a large school with 950 students, Pittwater has highly personalised systems, from timetabling, curriculum development, financial accountability, resources and facility management. Our school processes and tracks the whereabouts, educational outcomes and wellbeing of students. Teachers know their students and make appropriate accommodations for them in their learning. We generate personalised reports twice a year and conduct student interviews to support the setting of learning goals. We have a highly successful student leadership program including prefect leadership portfolios in areas such as the environment, social justice and student wellbeing; sport captains; and a 65 strong Student Representative Council. Extra curricular activities such as Duke of Edinburgh, Art Club, Science Club and chess add to the rich learning culture in our school.

We have a renowned learning community both within our school with our partner primary and high schools in the Peninsula Community of Schools. Regular meaningful professional learning occurs as in faculties and across faculties. We host practice teachers every year from universities across all faculty areas. And have a significant partnership with the Macquarie University. The school sees a huge opportunity to position itself as an entrepreneurial leader in education innovation and a vital component in the success of its community through creating opportunity for all its graduating students.

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This plan was developed by staff, students and parents and has been endorsed for implementation by the P & C, Term 2, 2015. The implementation of the school plan will be monitored by school executive and will be evaluated against the milestones each term. The school's executive will have direct, responsibility and accountability for the implementation of the annual whole school, faculty and team plans as well as annual whole school, faculty and team evaluation reports.
At Pittwater High School our overall purpose is to build a learning empowered school in which students have the opportunity to excel as they develop capabilities of critical and creative thinking, collaboration, communication and resilience that will equip them as successful contemporary global citizens.

**STRATEGIC DIRECTION 1**
Student engagement through quality teaching and learning practices

**Purpose of Strategic Direction 1**
We will deliver our overall purpose through high quality curriculum, assessment, effective integration of technology, and teaching and learning practices. We will continue to raise expectations of student learning outcomes and increased levels of student engagement.

**STRATEGIC DIRECTION 2**
Holistic development of the child into an independent young adult

**Purpose of Strategic Direction 2**
We will deliver our overall purpose through the holistic development of the child with proactive student wellbeing programs, capabilities development, co-curricular activities and student leadership opportunities. Students have a voice in all aspects of school life as they develop into young adults.

**STRATEGIC DIRECTION 3**
A collaborative and connected community of empowered learners

**Purpose of strategic Direction 3**
We will deliver our overall purpose by developing a culture across the school community of collaboration, building our capacity as empowered learners. Teachers and staff are supported in their commitment to reflective ongoing professional development, sharing innovative practices and working collaboratively across the school. Parents are recognised partners in their child’s education and value the work of staff. Links are fostered in the Peninsular Community of Schools and broader community.
# Strategic Direction 1: Student engagement through quality teaching and learning practices

## Purpose

We will deliver our overall purpose through high quality curriculum, assessment, effective integration of technology, and teaching and learning practices. We will continue to raise the bar in expectations of student learning outcomes and increased levels of student engagement.

## Improvement Measures

- Evidence of increased proportion of students with 2+ band 5-6 results in the HSC
- Evidence that 20 minutes of 70% of lessons have explicit literacy embedded
- Evidence of increased value added growth across all ability levels in literacy and numeracy
- 70% of students using BYOD in classes
- Evidence of termly checking of HSC monitoring folders in faculty meeting minutes

## People

**Students:**
- Engage in their own learning by taking responsibility as self-directed learners who aspire to achieve their best
- Develop their capabilities in becoming creative and critical thinkers, cooperative and resilient learners, and effective risk takers

**Teachers:**
- Develop knowledge and understanding of Australian Curriculum linked to 21st century capabilities
- Work collaboratively and in teams to develop skills and resources for student learning and engagement
- Support through active role of Learning Support Team to meet the needs of students with learning difficulties or disengagement

**Executive:**
- Lead and support the development of teaching and learning programs

## Processes

- Evidence based teaching and learning: Use of qualitative and quantitative student data to inform all teaching and learning programs to meet the learning needs of individuals and groups in the development and delivery of:
  - Australian Curriculum for NSW programming and assessment utilising the ACED framework to engage students, challenge students and accommodate students
  - Literacy and numeracy embedded across all KLAs and students monitored and supported at their level
  - Quality KLA programs with detailed scope and sequence in all subjects
  - Effective registration, tracking of student performance, communication home
  - Quality HSC courses with effective monitoring
- Building student capabilities to be independent self-directed learners who apply cooperation, communication including literacy, critical and creative thinking and

## Products and Practices

**Product:** All teaching and learning programs have:
- embedded assessment for learning
- curriculum differentiation based on student choice
- literacy focus embedded in quality teaching and learning including strategies such as ALARM
- capabilities identified and explicitly taught and linked to learning activities – use ‘split screen’ structure to lessons and assessments to explicitly link to capabilities

**Practice:** Systems in place to effectively track all students needs including literacy, learning needs and those needing challenging enrichment opportunities

**Product:** Evidence of quality explicit, specific and timely feedback to improve student learning and structures to support peer assessment/review and feedback

**Practice:** School/faculties/teachers engage in detailed analysis of performance data (SMART for HSC and NAPLAN, ESSA, RAP) to identify trends and areas of need

**Product:** Evidence of effective registration, tracking of student performance, communication home, HSC monitoring, reporting
- Support professional development of staff in through faculty and Performance and Development Framework processes

<table>
<thead>
<tr>
<th>Display resilience through:</th>
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<tbody>
<tr>
<td>- Targeted programs to support the needs of students with learning difficulties or disabilities</td>
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<tr>
<td>- Literacy built into all teaching programs</td>
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<tr>
<td>- Development of staff capacity in leading differentiation of the curriculum, assessment for learning, understanding of student capabilities</td>
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<tr>
<td>- Assessing and reporting on student capabilities</td>
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<tr>
<td>- Integration of technology into effective teaching and learning</td>
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- Building staff and student capabilities in technology and capacity to integrate into effective teaching and learning practices:
  - Expertise developed in BYOD technologies and their delivery of rich tasks
  - Use of word processing and organisational software such as One Note, plus e-learning platforms such as Moodle and Edmodo.
  - Systems and processes to support students utilising BYOD

| Practice: Compacting the curriculum to allow greater depth in learning in other areas of the curriculum |
| Practice: Numeracy integrated through real life application across KLAs |
| Practice: Students will engage in their learning with greater confidence and independence using critical thinking to communicate in a purposeful manner |
| Practice: Increased student engagement in challenging tasks that facilitate project-based learning and embedded critical and creative thinking skills as measured through student debrief feedback and work samples. |
| Practice: Technology is used as a learning tool in classes |
| Product: Development of e-folders and evidence of student work (Q for quality) to motivate and track improvements in student performance over the years |
| Product: System and process to ensure learning outcome levels of achievement ('outstanding' to 'experiencing difficulty') consistent across faculties |
Strategic Direction 2: Holistic development of the child into an independent young adult

Purpose
We will deliver our overall purpose through the holistic development of the child with proactive student wellbeing programs, capabilities development, co-curricular activities and student leadership opportunities. Students have a voice in all aspects of school life as they develop into young adults.

People

Students:
Student wellbeing and learning are inextricably linked. There is an improved sense of wellbeing when they experience success in learning.

As resilient learners, students have the confidence to take responsible risks and push back the barriers in their learning.

Students take ownership for their behavior to act in a responsible caring manner. Showing respect for their teachers and a willingness to work cooperatively with their peers, supporting each other.

Teachers:
Wellbeing team made up of year advisers, assistant year advisers, boys and girls adviser, LAST, PBEL coordinator led by Head Teacher Student Wellbeing and Engagement – proactive approach to student wellbeing.

Processes

Student wellbeing programs and processes:
- Strongly align to the holistic development of the child
- Positive Behaviour for Learning integrated for high expectations of responsibility, respect and to aspire in all areas of school life
- Transition programs that prepare students for new learning stages and post school pathways
- Mentoring of seniors and other identified students
- Tracking student attendance and behaviour/welfare issues to better support their wellbeing and learning

Building 21st century learning capabilities:
- Learning and assessment enables students to develop the capabilities of student resilience, critical and creative learners who collaborate and communicate effectively. Outcomes on student improvement measures.

Products and Practices

Product: Evidence of a positive harmonious school culture where there is respect for each individual and respect for cultural identity and diversity.

Practice: Students display the qualities of being respectful and responsible learners, valuing their own learning and the learning of others.

Practice: Enhanced opportunities for students at risk of not completing their schooling through transition programs

Product: Proactive initiatives such as personalised interviews across all year groups for goal setting and welfare days.

Practice: Review and refine school anti-bullying policies and develop systems/flow charts to more effectively manage students welfare issues: educate the school community.

Practice: Consideration of gender differences in engaging students in their learning and holistic development – programs such as Rock and Water and Butterfly Effect.

Practice: Students value their own improvements and take ownership of their behavior.

Improvement Measures
- Reduced number of behaviour issues in the classroom
- Increased level of student attendance by 5%
- Decrease in lateness to school
- Reduced number of misadventures due to mental health issues
- Reduced number of n-award warnings
- Reduced incidents of bullying

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• 80% of staff actively involved in senior mentoring

• Increased student attendance and participation at leadership meetings as evident in records of minutes

• Increased participation of students in activities such as dressing up for mufti day and fund raising activities as lead by the leadership groups

HT Secondary Studies and careers adviser support students at risk in transition to workforce

SASS staff support YAs by creating regular reports across year groups for attendance and behaviour issues

Executive leadership:

Support staff in the development of events and initiatives that promote the development of the whole child

Support the implementation of practices in student wellbeing, leadership and behaviour management

• Classroom practices and whole school initiatives give opportunity for the development of these capabilities

• Learning centre and senior studies to support students develop resilience and self-direction for HSC

Student leadership and co-curricular opportunities:

• Ongoing strengthening of Student Representative Council and prefect body to give student voice

• Enrichment of learning and student engagement through programs such as band, dance ensembles, art club, chess, excursions, agriculture, camps, musical, peer support, summer reading – valued by the school community

Processes to support students with behavioural issues:

• Building on clear student behaviour management system of levels

• Additional system approach to supporting students with major behavioural issues

achievements and those of other students celebrating their success at recognition assemblies

Product: Mapping of explicit teaching of thinking skills, learning to learn, study skills etc in the classroom

Practice: Students demonstrate confidence as learners and map their progress against their personal learning goals and school values.

Product: Matrix created to define student capabilities to enhance teachers and students understanding and capability outcomes included in school report

Practice: Authentic learning opportunities eg including fairs/panels of experts to provide more holistic opportunities

Practice: Student voice through leadership programs and participation in focus group discussion and evaluation of the schools directions including in teaching and learning

Product: Evidence of continuing co-curricular activities to enrich school experiences and connection for students

Product: Well managed classrooms with well planned lessons so that students can engage in learning productively with minimal disruption and discipline policy consistently applied
### Strategic Direction 3: A collaborative and connected community of empowered learners

#### Purpose

We will deliver our overall purpose by developing a culture across the school community of collaboration as we build our capacity of empowered learners. Teachers and staff are supported in their commitment to reflective ongoing professional development, sharing innovative practices and working collaboratively across the school. Parents are recognised partners in their child’s education and value the work of staff. Links are fostered in the community of schools and broader community.

#### People

**Students:**
View themselves as part of the broader community making a positive contribution

**Teachers:**
Take responsibility for their own learning goals, maintenance of Australian Professional Standards for Teachers and striving for relevant career stage

Work together collaboratively and share innovative practices to the benefit of students

Enhance open communication with parents and the community

**Executive leadership:**
Committed to supporting a culture of collaboration and capacity building across the school

Fosters a culture of high expectations

#### Processes

**Performance and Development Framework processes:**
- Teachers are actively engaged in planning their own professional development to meet their goals and ongoing improvement of their performance
- Collaboratively develop and articulate the professional goals and the strategies and support required to achieve those goals
- Teacher works with the supervisor to systematically and strategically review progress based on evidence, self-reflection and feedback
- Staff encouraged to use professional learning to assist in career planning and consideration of career stages (Proficient Teacher, Highly Accomplished Teacher and Lead Teacher), or school based or non-school based promotion
- School structures and regular professional development support the Performance and Development framework process

#### Products and Practices

**Practice:** A culture of collaborative professional learning that is valued and builds the capacity of all staff - growth mindset of teachers as learners

**Product:** All staff have Performance and Development plans aligned to Australian Professional Standards for Teachers and school priorities which are designed collaboratively and supported by executive

**Practice:** Opportunities for colleagues to work together collaboratively with lesson observations, team teaching, the modelling of effective practice and feedback, and inquiry learning in teams with periods built into the timetable and examination periods

**Practice:** Evidence that teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

**Practice:** School wide or inter-school relationships to provide mentoring and coaching to ensure ongoing development of all staff especially early career teachers

**Product:** Building ways of acknowledging

#### Improvement Measures

- 100% completion of Proficient Teacher accreditation in first 18 months of teaching
- 100% of staff successfully maintain Proficient Teacher standard with 100 hours of professional development every 5 years
- Increased number of teachers working towards Highly Accomplished and Lead teacher
- All faculties meet targets of fortnightly team teaching and lesson
and a shared responsibility for student engagement and learning
Support staff through Performance and Development Framework, resource allocation and focus on the overarching school purpose

Parents and Wider Community:
Value and support the school purpose and directions with input through P&C, community forums and focus group discussions
Actively involved in supporting their child’s education, working in partnership with teachers
Financial, mentoring and workplace support from the broader community

School Community, Parental Engagement and networks:
- Maintain and build on programs and events that enhance parental and community engagement in the school
- Build on e-systems that support open communication
- Maintain and build on links with business and industry, university partnerships and PCS network
- Opportunities for students, parents and the community to provide constructive feedback on school practices and procedures

staff achievement and celebrating in the community

Product: Curriculum provision is enhanced by senior school learning alliance in the Peninsula Community of Schools (PCS)

Product: Clear continuum of learning K-12 within PCS enhancing the transition to PHS through connections such as High School Experience days, transition programs and shared student leadership opportunities

Product: Information evenings for parents of different year groups and community forums so that parents have relevant knowledge so they can be active partners in their children’s education and growth

Practice: Promotion of citizenship and values such as social justice and environmental awareness amongst students

Product: Embracing major events in the school that develop school spirit and leadership opportunities such as student lead Spirit Week

Product: Links to the broader community for support for students transitioning to workplace, student mentoring and financial support