

# *Strategic Plan 2016*





# Davidson High School background 2015 - 2017

## School Vision

A community school, Davidson High School is committed to providing an inclusive educational environment that is supportive, innovative and engaging. We believe that by working strategically and collaboratively we will inspire and develop future focused students who are active and connected learners and critical and creative thinkers.

## School Context

Davidson High School is a comprehensive, co-educational and inclusive secondary school that provides an education for 800 students on the Northern Beaches of New South Wales. The school is gender balanced and shares a close relationship with its partner schools. It is committed to providing an educational environment that challenges and inspires each child to achieve their personal potential. A diverse curriculum is provided including a wide range of extra curricula activities. The school fosters positive partnerships with parents, partner primary schools and the local community. Current school priorities include quality teaching and learning, strategic feedback, community partnerships, leadership development and a diverse curriculum. The school is highly valued and supported by its community. Focus programs include performing arts, student leadership and cultural exchange.

## School Strengths

Davidson High School is a truly comprehensive high school that is supported by our staff, students, parents and the local community. Students are provided with many opportunities to represent and participate in a range of areas including the performing arts, sport, leadership, specialised clubs and intercultural exchange. The school has a committed staff with a mix of experienced and early career teachers. The senior executive, executive and teachers are strongly committed to collaboration, professional learning and dialogue amongst staff. There is a diverse and inclusive curriculum including a dedicated elective line for critical and creative thinking in stage 5 and an enrichment program in stage 4 to develop the key skills for future focused learners. We are a member of the Warringah Community of Schools which is newly established and works in partnership on a number of projects. The school has a PBEL program operating which focuses on Respect, Responsibility and Effort as the cornerstone of our welfare program.

**Our Future** - Our direction into the future continues to be on quality teaching practice, supported by professional learning and engaging teaching and learning programs. Improved student outcomes in literacy and numeracy and overall academic achievement through quality feedback, reflection, the general capabilities and learning habits and skills will be our priority areas.

## School Planning Process

During 2014 evidence and data was collected to review current practices. This included student reports, reflection and feedback, student results, behaviour, attendance and participation analysis, as well as survey data through the student engagement survey, parent survey and the focus on learning teacher survey. Members of the senior executive participated in professional learning on the new planning tool as well as attended courses on current research leading to school improvement. Staff, parents and students were involved in setting directions for the school through meetings, interviews and focus groups. This process included the reworking of the school vision, identifying our strengths, analyzing our opportunities and reviewing school practice before setting our strategic directions. As a result 3 directions were set for the strategic plan for future development:

- Effective, empowered leaders of learning.
- Active, connected and engaged learners
- Proactive and positive partnerships

The 2015 -2017 strategic plan is a shared vision for the Davidson community and the basis for the school's improvement and development over the next 3 years. We will continue to gather evidence to inform the Strategic Management Committee who will monitor the plan and our effectiveness in delivering the plan through the milestones.

# Davidson High School strategic directions 2015 - 2017



**Effective, empowered  
leaders of learning.**

**EELL**

To develop our capabilities, learn from others, reflect on our own teaching practice and respond to feedback by evaluating and adapting our teaching. This will inspire and develop future focused students who are active and connected learners and critical and creative thinkers.

**Active, connected and  
engaged learners.**  
**ACE Learners**

To foster an environment that supports student learning through collaboration, authentic experiences, high expectations and engagement within the school and the wider community.

To build the capacity and confidence of students to think critically and creatively and to take responsibility for their learning becoming active and informed citizens.

**Proactive and positive  
partnerships.**

**P3**


































































































































To ensure staff and the wider community are engaged in effective, proactive and positive partnerships that support and improve student learning outcomes.

Purpose	People	Processes	Products and Practices
<p>To develop our capabilities, learn from others, reflect on our own teaching practice and respond to feedback by evaluating and adapting our teaching. This will inspire and develop future focused students who are active and connected learners and critical and creative thinkers.</p> <p><b>Effective, Empowered Leaders of Learning</b></p> <p><b>2 Key Improvement Measures</b></p> <p><i><b>Product:</b> 90% of staff produce Professional Learning journals that reflect their professional growth in identified areas.</i></p> <p><i><b>Product:</b> 100% of teaching programs explicitly embed strategies from evidence based research in their programs.</i></p> <p><b>Evaluation Plan</b></p> <p>External collection of evidence from staff through The Focus on Learning survey.</p> <p>Improved student results in writing in NAPLAN and VALID analysis.</p> <p>Regular internal collection of data from G2G groups through surveys and discussion.</p>	<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>Actively engage in meaningful professional learning and demonstrate how that applies to their individual professional learning plans.</li> <li>develop their capabilities using the Australian Professional Standards</li> <li>review and build their skills and application of the Quality Teaching Framework to their classroom practice</li> </ul> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>provide meaningful feedback on teaching and learning practice to staff to further enhance their pedagogical practice</li> </ul> <p><b>Warringah Community of Schools will:</b></p> <ul style="list-style-type: none"> <li>provide opportunities for teachers to professionally collaborate with colleagues from the Warringah Community of Schools.</li> </ul> <p><b>School leaders will:</b></p> <ul style="list-style-type: none"> <li>mentor and coach staff to reflect, respond, evaluate and develop their practice.</li> </ul>	<p><b>Collaboration with Critical Friends</b></p> <ul style="list-style-type: none"> <li>Explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback are established using Good to Great groups.</li> <li>Coaching is introduced and enhances our growth mindset while becoming part of the teaching/learning culture within the school.</li> </ul> <p><b>Project: Good to Great</b></p> <p><b>Research Informs Best Practice</b></p> <ul style="list-style-type: none"> <li>Teachers understanding of the Quality Teaching Framework as well as other research will be broadened through professional learning in faculty groups, whole school workshops and through Warringah Community of Schools initiatives.</li> <li>Staff will apply and embed elements of the Quality Teaching Framework as well as research based best practice into classroom practice and share their experiences with their colleagues at designated times.</li> </ul> <p><b>Project: Quality Teaching Practice</b></p> <p><b>Developing the Capacity of Staff</b></p> <ul style="list-style-type: none"> <li>Staff are provided with opportunities and support to gain an understanding and maintain accreditation at all levels</li> <li>Staff identify themselves as and take responsibility for being reflective leaders of learning through their involvement in cross faculty professional learning and their meaningful use of a professional learning journal.</li> </ul> <p><b>Project: Reflective Learners</b></p>	<p><b>Product:</b> 100% of teaching programs explicitly embed strategies from evidence based research in their programs.</p> <p><b>Product:</b> 90% of staff produce Professional Learning journals that reflect their professional growth in identified areas.</p> <p><b>Practice:</b> Staff actively engage in collaborative practice and engage in a culture of coaching through Good to Great groups.</p> <p><b>Practice:</b> Staff write, review and implement effective teaching and learning programs that reflect the Quality Teaching Framework.</p> <p><b>Practice:</b> Teachers develop a professional learning plan and utilise a professional learning journal to reflect on the development of their teaching practice.</p> <p><b>Practice:</b> Data is used to inform the professional learning schedule for staff.</p> <p><b>Practice:</b> Learning teams are effectively leading and developing the staff's capacity to deliver high quality teaching practice.</p>

# Strategic direction 1: Effective, Empowered Leaders of Learning

Project leaders: Alexia

Off track  Implementation delayed  On track 

2016	TERM 1		TERM 2		TERM 3		TERM 4	
PROCESS	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM
Use of arrange of tools for reflection		Designing a range of tools to support PDPS   	  	Professional learning in the use of PDP tools   	  	  	Evidence that staff have implemented tools   	Staff are compiling and maintaining a professional learning journal   
Staff are provided with opportunities and support to gain an understanding and maintain accreditation at all levels	  	Develop a centralised file for accreditation - Googledocs   	  	Accreditation groups are established.   	  	Accreditation groups continue to meet.   	  	Teachers are moving towards appropriate levels of accreditation  2017 – whole school accreditation development.   
Staff will continue to apply and embed elements of the QTF into classroom practice .		Target 3 QT   		Target 3 QT   		QT elements identified in programs   		Staff can identify QT elements within faculty programs   
Teachers will broaden their understanding of evidence based research through WCoS initiatives	  	School team formed to attend Visible Learning   	  	Project implementation   	  	Project evaluation   	Showcase of Projects   	Visible Literacy projects shared with school   
Professional learning will focus on building teachers' understanding of effective teaching strategies in literacy and numeracy	  	  	  	Familiarisation with the continuum and trialling in classroom   	  	  	Implementation of the continuum at the classroom level.   	Staff have a deeper understanding of the Literacy Continuum and are using it in their classroom practice.   
Coaching becomes part of the teaching/learning culture.	Staff who wish to be part of a coaching program are identified.   	Coaches are identified and trained   	  	Coaching program implemented.   	  	  	Coaching program implemented.   	Staff enhance their teaching practice through coaching.   































	2017	2018	2019	2020	2021	2022	2023	2024	2025	
<b>Evaluation</b>										
Evaluation processes and impact assessment	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	Annual Milestone
<b>Resources</b>										
Monitoring efficient and effective use of resources	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	Annual Milestone

Purpose	People	Processes	Products and Practices
<p>To foster an environment that supports student learning through collaboration, authentic experiences, high expectations and engagement within the school and the wider community.</p> <p>To build the capacity and confidence of students to think critically and creatively and to take responsibility for their learning becoming active and informed citizens.</p> <p><b>Active, Connected, Engaged Learners</b></p> <p><b>2 Key Improvement Measures</b></p> <p><b>Product:</b> Increased number of students achieving in the top 3 bands on external testing with 20% of students achieving at a high level.</p> <p><b>Product:</b> Students are 10% more engaged than the state cohort in terms of their engagement in their learning.</p> <p><b>Evaluation Plan</b></p> <p>Regular collection of data from students and staff through surveys, interviews, programs, assessments and learning portfolios.</p> <p>Evaluation of external data -NAPLAN / ESSA/ HSC Data Tell Them From Me Survey Engagement Survey</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>build their capabilities in literacy, numeracy and future focused learning</li> <li>take responsibility for their learning through reflection and feedback and goal setting</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>develop and deliver high quality teaching and learning programs catering for individual student learning needs.</li> <li>develop their capabilities through professional learning, feedback and reflection</li> </ul> <p><b>Parents will:</b></p> <ul style="list-style-type: none"> <li>contribute to and participate in the school's learning community</li> </ul> <p><b>Community members will:</b></p> <ul style="list-style-type: none"> <li>engage with the school and be welcomed as respected, valued partners in student development and learning</li> </ul>	<p><b>Teaching and Learning Programs</b></p> <ul style="list-style-type: none"> <li>High quality teaching programs will be further developed that embed research based best practice and provide opportunities for innovative classroom projects.</li> <li>Senior workshops will be developed and implemented to further support student learning outcomes and wellbeing.</li> <li>Increased GATS/Enrichment opportunities will be developed for Stage 4/5 by the GATS Project Team.</li> </ul> <p><b>Project: Purposeful Programs</b></p> <p><b>Students as Partners in Learning</b></p> <ul style="list-style-type: none"> <li>Students will partner with staff and the community to engage in dialogue and discussion reflecting on their progress and achievement in learning.</li> </ul> <p><b>Project: Successful, Creative, Reflective Learners</b></p> <p><b>The Literacy/Numeracy Continuum</b></p> <ul style="list-style-type: none"> <li>The Literacy/Numeracy Team will develop a plan for the inclusion of the L/N Continuum to inform teachers and their practice and assist in the development of strategies for implementation.</li> <li>Faculty scaffolds will be developed and explicitly and systematically taught to address specific literacy skills in subjects.</li> </ul> <p><b>Project: Literacy/Numeracy – Everyone's Business</b></p>	<p><b>Product:</b> Increased number of students achieving in the top 3 bands on external testing with 20% of students achieving at a high level.</p> <p><b>Product:</b> Students are 10% more engaged than the state cohort engagement in their learning.</p> <p><b>Practice:</b> Programs, assessment tasks and rubrics reflect changes to pedagogy and curriculum.</p> <p><b>Practice:</b> Teachers demonstrate high quality teaching and learning practices as evident in teaching and learning programs and assessment tasks.</p> <p><b>Practice:</b> High quality teaching and learning programs are specifically focused on critical and creative thinking in Stage 5</p> <p><b>Practice:</b> Staff use a variety of feedback strategies to regularly inform student progress with a view to ongoing improvement.</p> <p><b>Practice:</b> Students report and reflect on their progress and use this to inform and refine their learning goals.</p> <p><b>Practice:</b> Students keep a record of their learning journey which will be based on reflection, feedback and goal setting.</p> <p><b>Practice:</b> Staff use the literacy continuum to identify levels of achievement and implement strategies for ongoing improvement</p>

## Strategic direction 2: Students are active, connected and engaged learners. ACE Learners

Project leaders: Jann

Off track  Implementation delayed  On track 

2016	TERM 1		TERM 2		TERM 3		TERM 4	
PROCESS	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM
Senior workshops will be developed and implemented to further support student learning outcomes and wellbeing.	  	  	  	  	  	  	  	  
Students will partner with staff and the community to engage in dialogue and discussion reflecting on their progress and achievement in learning.	  	  	  	  	  	  	  	  
Faculty placemats will be developed to address specific literacy skills in subjects.	  	  	  	  	  	  	  	  
Increased GATS/Enrichment opportunities will be developed for Stage 4/5 by the GATS Project Team.	  	  	  	  	  	  	  	  



Evaluation

Evaluation processes  
and impact  
assessment



Annual Milestone



Resources

Monitoring efficient  
and effective use of  
resources



Annual Milestone



Purpose	People	Processes	Products and Practices
<p><b>Purpose</b> To ensure Davidson HS staff and the wider community are engaged in effective, proactive and positive partnerships that support and improve student learning outcomes.</p> <p><b>Proactive and Positive Partnerships.</b></p> <p><b>2 Key Improvement Measures</b></p> <p><i><b>Product:</b> A 20% increase in students participating in programs that facilitate the development of their leadership capacity.</i></p> <p><i><b>Product:</b> 20% increase in community involvement in student events and the celebration of student learning.</i></p> <p><b>Evaluation Plan</b> Internal collection of data about student leadership programs and student participation and engagement.</p> <p>External collection of data through School Interviews and Tell Them From Me Survey.</p>	<p><b>Staff will:</b></p> <ul style="list-style-type: none"> <li>collaborate in project teams to deliver the school plan and school improvement</li> <li>engage in data analysis to further inform their teaching practices</li> <li>embrace new systems that further the school's communication strategy</li> </ul> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>enhance and develop their leadership skills to work effectively within the school and the broader community</li> </ul> <p><b>Leaders will:</b></p> <ul style="list-style-type: none"> <li>facilitate a "teams" approach to the delivery of the strategic directions of the school</li> <li>support staff in developing proactive relationships with parents and the community</li> </ul> <p><b>Parents and Community will:</b></p> <ul style="list-style-type: none"> <li>support the school with resourcing and authentic opportunities to engage with the community</li> <li>attend school events that support, develop and celebrate student learning</li> </ul>	<p><b>Student Support</b></p> <ul style="list-style-type: none"> <li>A new centralised system that allows staff to respond in a proactive manner to support student welfare and learning needs will be developed and implemented.</li> <li>Student leadership capacity will be enhanced through the development and implementation of the Student Leadership Challenge Yrs 7-11.</li> </ul> <p><b>Project: Building Student Success</b></p> <p><b>Leading School Based Change</b></p> <ul style="list-style-type: none"> <li>A structure of Project Teams will be created to provide staff with opportunities to collaborate, evaluate and facilitate school improvement.</li> <li>Staff are provided with opportunities to develop their leadership capacity.</li> </ul> <p><b>Project: Team Development</b></p> <p><b>Community Partnerships</b></p> <ul style="list-style-type: none"> <li>The parents and the wider community are invited to partner with us in education and are active participants in school based events, the celebration of student learning and the recognition of achievement.</li> </ul> <p><b>Project: Community Connections</b></p>	<p><b>Product:</b> A 20% increase in community involvement at student events and the celebration of student learning.</p> <p><b>Product:</b> A 20% increase in students participating in programs that facilitate the development of their leadership capacity.</p> <p><b>Product:</b> An effective communication strategy that engages parents in their child's learning.</p> <p><b>Practice:</b> Students are actively involved in leading their school community and keep a record of their experiences in their leadership portfolio.</p> <p><b>Practice:</b> Staff use high quality systems that enhance and support student development and positive partnerships with the school community.</p> <p><b>Practice:</b> Staff manipulate and interpret data to make evidence-based change to improve student outcomes and promote innovative teaching practices</p> <p><b>Practice:</b> Staff actively engage with P &amp; C and community organisations to provide authentic and future focused experiences for our students.</p>

### Strategic direction 3: Proactive and positive partnerships. P3

Project leaders: David

Off track ☐

Implementation delayed 

On track ☒

2016	TERM 1		TERM 2		TERM 3		TERM 4	
PROCESS	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM
A new centralised system – SENTRAL will improve our communication and administration systems.	Further training for all staff on SENTRAL  Implementation of period by period marking  Processes in place for consistent marking.and uniform checks.  	SENTRAL continuum tracker data goes live.  		School report system implemented.  			SENTRAL markbook introduced.  	SENTRAL fully functional – Wellbeing, Reports and Attendance.  
The Student Leadership Challenge implemented Yr 7.					Public Speaking Competition to be held as part of the Leadership Challenge.  	Yr 7 Leadership Challenge evaluated.  		Yr 7 Leadership Challenge is completed.  
A structure of Project Teams will be created to provide staff with opportunities to collaborate, evaluate and facilitate school improvement.	Project leaders will have a fully developed plan for workshop sessions for the year.  				Information has been sent to all staff about the progress of the team projects.  		Project teams evaluate their work and progress.  	Gains have been made by project teams.  
Parents are active in school based events data collection.		Data collection compiled.  		Data collection compiled.  		Data collection compiled.  		Comparison of 2015 to 2016 data indicates an increase in parent engagement  
Staff are provided with opportunities to develop their leadership capacity.	Identification of 2IC, G2G and Project team leaders.  	Leadership roles are filled through EOI when required.  		Leadership roles are filled through EOI when required.  		Leadership roles are filled through EOI when required.  		Staff are prepared to assume leadership roles in the school and externally.  

