

School plan 2015-2017

Five Islands Secondary College 8373



School background 2015–2017

School vision statement

Your Pathway, Your Future

Five Islands Secondary College (FISC) sets high expectations for its students and seeks to create a challenging learning environment that encourages students to aspire to succeed.

At FISC students are valued as individuals and learning is tailored to ensure that the individual learning needs of each student is met to maximise their learning potential. By offering quality learning experiences and a differentiated, effective and rigorous curriculum, underpinned by a commitment to professional learning for staff, we aim to equip students for the demands and opportunities of the twenty first century.

We aim to create a dynamic, inspirational and supportive learning environment where each student's self-esteem is fostered by a strong focus on positive relationships and high expectations. By focusing on harnessing each individual's unique talents and interests, we provide meaningful pathways for bright and productive futures. We strive to build strong connections with our parents and community to enhance the key role the College plays as the only specialist regional provider of senior secondary education.

School context

Five Islands Secondary College caters for the many students in the Illawarra who are seeking a senior education with a difference by providing a unique College campus–style environment focused on individualised pathways. Teachers are on a first name basis, there is no mandatory uniform and classes are scheduled over a four day week (Monday to Thursday).

Facilities at the college are outstanding. Students have access to purpose built state–of– the– art facilities including a commercial kitchen, metal fabrication workshop and a construction / timber facility. The latest technology is employed in the computer laboratories, library facilities and Visual Arts. The 'Learning Facility' is a unique multipurpose learning space and is the only one of its kind in the region.

The curriculum has a dual emphasis on the provision of academic and vocational pathways. At FISC students follow a pathway toward their own goals and futures. FISC has a culture of high expectations and provides a supportive framework. There is a strong emphasis on students taking responsibility for their own learning and engagement. Together with supportive staff and a dynamic and flexible curriculum delivery, our students' learning outcomes are enhanced through a raft of both curricular and extracurricular opportunities.

FISC caters for different types of students including; full–time, part time, English as Second Language, school age and mature age. This includes students who may be re–entering education or those choosing a more personalised or flexible pattern of learning. FISC is also home to Special Education and adult interest classes. Our Year 10, 11 and 12 programs and are open to applicants from across the Illawarra. Enrolments are welcomed at any time during the school year.


School planning process

In 2014, a comprehensive process was undertaken across the College to review current practices and collect evidence, including student's results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence was used to identify the priorities for the 2015–2017 plan. This process included a review of the strengths, opportunities and areas for development across the College. As a result, three key strategic directions were identified as a basis for a shared commitment to future developments across the school. These are:

1. Engaging Pathways
2. Inspired Learning
3. Community Partnerships

The College Plan 2015–2017 flows from the strategic directions and sets clear improvement measures. It forms the basis for the College's improvement and development efforts for the next three years, together with the other partner schools and in partnership with parents and community. Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through implementation of the plan.

School strategic directions 2015–2017



STRATEGIC DIRECTION 1 Engaging Pathways

Purpose:

To promote our core values of Respect, Aspiration and Responsibility in a culture that fosters the wellbeing and resilience of students and staff. There is a strong focus on individual responsibility, recognition of achievement and a commitment to continual personal development by students.



STRATEGIC DIRECTION 2 Inspired Learning

Purpose:

To provide a learning environment where teaching and learning programs inspire every student and teacher to excel, reach their full potential and become lifelong learners



STRATEGIC DIRECTION 3 Community Partnerships

Purpose:

To effectively communicate with and work collaboratively with community members to increase the sense of belonging and pride among students, staff, parents/caregivers and local community.

Strategic Direction 1: Engaging Pathways

Purpose

To promote our core values of Respect, Aspiration and Responsibility in a culture that fosters the wellbeing and resilience of students and staff. There is a strong focus on individual responsibility, recognition of achievement and a commitment to continual personal development by students.

Improvement Measures

Student attendance and retention is increased by 5% as indicated by attendance data.

Staff and Student Wellbeing is enhanced as indicated by data from surveys and focus group interviews.

Students are engaged in their learning and exit school with a positive educational experience.

People

Students

Self reflect on the importance of regulating their own behaviour and the impact this has on being a successful learner.

Students

Develop attitudes, habits and beliefs that enable them to achieve their potential and participate fully in school life and our society.

Students

Engage in behaviours that reflect the core values of FISC and behave as respectful, responsible learners.

Staff

Engage in Professional Learning around practices that promote good attendance and the monitoring of attendance data.

Staff

Engage in regular professional dialogue to monitor and respond to data and student referrals to successfully manage student behaviour and learning needs.

Staff

Are committed to a strategic and planned approach that supports the cognitive, emotional, social, physical and spiritual well-being of all members of the learning community

Parents/Carers

Build an awareness of and engage with communication opportunities provided by

Processes

Establish and monitor a whole College attendance practice to be implemented in every classroom. An Attendance and Engagement Officer is employed to work with students who are at risk of disengaging or who have a history of poor attendance.

Engage with parents and carers, through both formal and informal meetings, in the progress of their children's learning and to identify educational priorities of FISC.

The Wellbeing Coordinator and the Wellbeing Team manage systemic support to address the core welfare needs of students and staff. The Wellbeing team meet regularly to monitor and respond to data and successfully manage student behaviour and learning and information is communicated to staff.

Use PB@FISC to evaluate our current student welfare, discipline policy and behavioural consequences to promote consistency and solving discipline problems at the lowest possible level.areas.

Implement a range of student recognition programs to reward students.

Continue the implementation of a number of engagement programs to support the interests and capabilities of students so that they are engaged learners and well placed for career pathways. This includes: the Trade Road Show, Permaculture, Café, Gym, JET

Evaluation Plan

Teams will meet at regular intervals to measure achievements and provide

Practices and Products

Practices

FISC ethos is built around high expectations and a commitment to excellence.

Continual evaluation of systems occur to facilitate improvement of school practices.

Inclusive and sustainable wellbeing structures support students and staff.

Students and staff demonstrate PB@FISC and agreed common expectations are implemented.

Consistent and effective systems are used used to reward students.

Extra-curricular learning is strongly aligned to the school's vision, values and priorities

Staff and students regularly engage in strategies to foster positive mental health.

Regular professional learning for staff is designed to promote resilience and collegiality.

Students experience real world opportunities through engagement programs and vocational education.

Teachers and aboriginal mentors work collaboratively to implement student personal learning plans.

Products

Improved attendance of targeted students by at least 5%.

Management systems for student wellbeing are established and coordinated.

Strategic Direction 1: Engaging Pathways

Improvement Measures

People

the College.

Processes

feedback and provide regular reporting against milestones.

Data Includes:

- Tell them From Me survey
- Attendance and Retention data
- Student Surveys
- Parent Surveys
- Staff surveys
- Student Feedback
- Incentive Excursion Numbers
- VIVO Points
- Student Exit surveys

Practices and Products

10% increase in the number of students participating in the FISC recognition and awards processes.

Staff and student morale is high. All members of staff feel highly valued and demonstrate resiliency.

Students exit school with a positive educational experience, a future direction and opportunities.

Students feel supported by the Learning Support Team.

5% improvement in the retention of aboriginal students.

Strategic Direction 2: Inspired Learning

Purpose

To provide a learning environment where teaching and learning programs inspire every student and teacher to excel, reach their full potential and become lifelong learners

Improvement Measures

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

A culture of continuous learning is established where the professional learning needs of staff are met through targeted professional learning activities.

Assessment procedures are consistent and provide students with valuable feedback that informs their learning.

People

Staff

Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement using research-based knowledge and student data.

Staff

Evaluate and revise assessment and reporting at FISC to meet the needs of students, parents/carers and colleagues.

Staff

Participate in relevant professional learning experiences, appropriate to College priorities, to increase their skills and improve student learning outcomes.

Staff

Participate in professional learning to develop expertise and innovative strategies to increase student engagement.

Staff

Participate in relevant professional learning experiences, appropriate to College priorities, to increase their skills and improve student learning outcomes

Staff

Engage in personalised professional development using lesson observation followed by feedback, self-evaluation and reflection and sharing of professional practice.

Staff

Processes

All teachers participate in Learning Community groups with the common goal of embedding formative assessment into all classrooms.

Develop a common assessment task proforma and marking guidelines to ensure consistency across all faculties.

Undertake a review of curriculum structures at FISC to ensure that programs and teaching practices effectively meet the needs of all students.

The Technology Mentor and Technician work collaboratively with staff to effectively integrate Technology, including BYOD across the College.

Evaluation Plan

Teams will meet at regular intervals to measure achievements and provide feedback and provide regular reporting against milestones.

Data Includes:

- Lesson Observation Feedback
- Student Surveys
- Parent Surveys
- Technology
- work Samples
- Documentation review
- Checklists

Practices and Products

Practices

Effective collection and storage of relevant data that is accessible by all staff to inform decision making process.

All teachers utilise a range of data to plan and implement relevant, differentiated and engaging teaching programs.

Students regularly experience differentiated and quality learning experiences that align teaching and learning with assessment. BOOST is used in all classes.

Teachers collaborate with the School Learning Support Teachers in the writing of differentiated teaching program and provide the implementation of Individual Education Plans.

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

Teachers will engage in collaborative and collegial professional practice (Learning Communities) that lead to improved student engagement.

Professional learning is valued, staff have the opportunity to plan for professional growth through reflection of professional practices.

Performance and Development Plans reflect ongoing deep professional learning and staff practices

Feedback is used to drive and sustain ongoing, school wide improvement in teaching practice and student outcomes.

Strategic Direction 2: Inspired Learning

Improvement Measures

People

Actively engage in the planned professional learning offered by iPie and CNI and recognise their important role in developing a strong collegial learning culture throughout the region.

Students

Actively engage in the planned professional learning offered by iPie and CNI and recognise their important role in developing a strong collegial learning culture throughout the region.

Leaders

Lead the development of effective whole school testing processes to establish learning needs of students at FISC.

Processes

Practices and Products

Staff engage in deep professional conversations at least four times per year.

Physical spaces and technology are used effectively to maximise student learning and engagement and a supportive, collegial environment is created.

Evaluating and reporting student performance data underpins the whole-school assessment strategy.

Teachers regularly tailor their teaching to student's needs and readiness. This includes the systematic use of assessment instruments to establish where individuals are in their learning.

Products

5% increase in the number of students successfully completing their HSC.

All teaching staff participate in high quality observation, monitoring, and performance development focused on improved pedagogy, curriculum delivery, assessment and student learning.

20% increase of teachers confident in utilising learning technologies to maximise 21C learning opportunities for students.

All staff deliver high quality, differentiated assessment tasks and marking grids. Students consistently receive timely, quality feedback .

Academic Monitoring processes and Interim Student Reports monitor student

Strategic Direction 2: Inspired Learning

Improvement Measures

People

Processes

Practices and Products

academic progress at more timely intervals for all subject areas.

Strategic Direction 3: Community Partnerships

Purpose

To effectively communicate with and work collaboratively with community members to increase the sense of belonging and pride among students, staff, parents/caregivers and local community.

Improvement Measures

A progressive upward trend in student enrolments

Increase in parents and community who actively engage and support the College's educational priorities

FISC facilities are modernised and as a result there is improved community perception.

People

Students

Engage effectively in surveys, literacy and numeracy testing during WRAP.

Parents/Carers

Participate in a range of forums and opportunities to actively engage with their child's learning.

Parents/Carers

Parents and carers understand school policies and procedures. They are also aware of the contribution they make in supporting their child's education.

Community Partners

Regularly meet with staff to establish and build opportunities for all members of FISC.

Community Partners

All community partners enjoy open lines of communication and best practice in organisation

Leaders

Meet regularly with staff and community members to ensure curriculum, co-curriculum and marketing strategies are consistent with FISC values.

Processes

Continue the employment of a Community Liaison Officer to strengthen and expand partnerships with other organisations, agencies, parents and community groups through a range of strategies including marketing and promotion.

Explicit processes are in place to ensure ongoing and effective communication occurs to promote the College and raise community awareness eg website, SENTRAL SMS, newsletters, Facebook, advertising.

Evaluation Plan

Teams will meet at regular intervals to measure achievements and provide feedback and provide regular reporting against milestones.

Data Includes:

- Enrolment Information
- Student Surveys
- Parent Surveys
- Community surveys
- Tell tThem From Me
- Documentation review Checklists
- Observation

Practices and Products

Practices

The College enhances student learning and wellbeing through building relationships with parents and families, other education and training institutions, local businesses and community organisations including Permaculture Partners.

Communication systems are used consistently, efficiently and professionally across the school.

Products

Increased acknowledgement of positive community perceptions indicated by an increase in community participation and positive feedback.

Fully functioning and established outdoor learning/community space including a permaculture garden, outdoor food preparation area and pizza oven.

Improved visual amenity of FISC leads to increased positive community perception.

The community associates the FISC brand as a provider of quality, meaningful education.