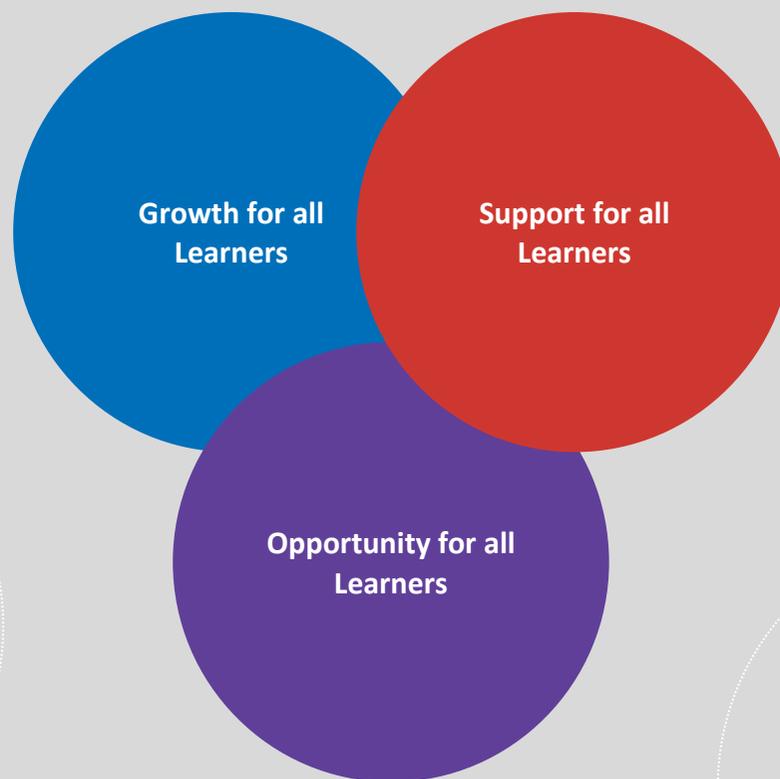


# School plan 2018 – 2020

## Cronulla High School 8261



# Cronulla High School background to 2018 – 2020 school plan



## School vision statement

Cronulla High School empowers young people to achieve personal success in their academic and social learning in a safe, stimulating and inclusive environment. We aim to help young people become responsible and productive citizens. Our vision is of a learning community in which self-directed learners achieve growth, seek and receive support and are provided with opportunity.

As a school, we lead the development of essential skills and abilities in young people to enable them to demonstrate personal responsibility for their own learning and social progress so as to:

- become literate and numerate
- be creative and productive users of technology who think deeply and logically
- plan activities independently, collaborate in teams and communicate ideas
- develop personal values and attributes such as honesty, resilience, empathy and respect for others
- make sense of their world and become responsible citizens.

We seek to enable staff learners to develop their professional capabilities and leadership capacities in alignment with proven, commonly adopted research and established standard reference benchmarks.

## School context

Cronulla High School is a comprehensive, coeducational 7-12 school on the south-eastern outskirts of Sydney, adjacent to Cronulla beaches and part of the Sutherland Shire. Gradual enrolment growth occurred from 1998 through to 2009, stabilising at around 730 students for several years. Our reputation for stability, excellence and purpose has, since 2014 seen record demand with an estimated enrolment of 1095 for 2018.

The school's growing reputation has seen large numbers of local area students exercising their right to take up their place, as well as large numbers of quality out of area applicants competing for placement. Our popular school has a well established reputation for outstanding academic, creative and performing arts, sporting and student leadership achievements, and has gained recognition via a Director General's Award for the excellence of our Primary Links programs.

The work of the school is driven by three deeply embedded core goals: **raising expectations, recognising achievement and communicating with parents**. The period 2018 - 2020 will see us working relationally with all stakeholders to achieve Growth for all Learners. This growth will be supplemented with Support for all Learners and Opportunities for all Learners.

## School planning process

Cronulla High School engaged a cross section of stakeholders through a robust, inclusive evaluation and planning process culminating in this 2018 – 2020 School Plan. Baseline data which formed the basis of the 2015 – 2017 plan, our ongoing monitoring, adaptation and evaluation of the 2015 – 2017 plan and our structured, reflective practices that enabled successful external validation underscore this plan.

Elements of the process include:

- Investigation and Writing teams in 2016 conducted evidence collation to support EV. Consultation with the broader staff and P&C with opportunities for feedback were afforded prior to publication.
- Senior executive meetings throughout 2017, informed by feedback from primary principals, determined to guide future directions around our long standing public messages delivered in primary school and transition meetings, and in staff meetings. This reoriented our self-understanding and framed new directions.
- Staff, SRC and P&C consultation throughout Term 4, 2017 with draft strategic directions and targeted improvement measures. Feedback sought.
- Focus area planning and implementation teams collated and embedded feedback into a working draft for evaluation in week 10, term 4 2017.
- Final draft presented to staff, SRC and P&C week 3 Term 1 of 2018 with final copy launched week 10.



*Cronulla High School has three long standing, deeply embedded school goals which guide our every action. Cronulla High School is committed to Raising Expectations, Recognising Achievement, Communicating with Parents.*

## Growth for all Learners

## Support for all Learners

## Opportunity for all Learners

**Purpose:**

To provide an enabling environment for those willing to seek growth in their learning. We seek to produce literate, numerate, creative and technologically skilled young people, prepared for successful ongoing learning, work, lifestyle and contribution to society. We will seek to develop staff capable of driving growth in children through quality professional learning that improves their teaching and learning practice and leadership capacity.

**Purpose:**

To underpin learning growth, social growth, and achievement of personal best for all learners with effective and responsive student and staff wellbeing practices. We seek to produce resilient, motivated learners with a developed sense of belonging and institutional engagement by ensuring every learner receives support. Positive learning relationships and achievement celebration will permeate school culture through which a legacy will be built.

**Purpose:**

To promote the holistic development of all learners through meaningful engagement with a diverse array of academic and extracurricular opportunities. We seek to develop people who are deeply connected with the broader life of the school and community, and, who through participation and leadership obtain fulfilment or realize fulfilment for others. We strive to enrich school culture and build a legacy by securing participation beyond the classroom.

# Strategic Direction 1: Growth for all Learners

## Purpose

To provide an enabling environment for those willing to seek growth in their learning. We seek to produce literate, numerate, creative and technologically skilled young people, prepared for successful ongoing learning, work, lifestyle and contribution to society. We will seek to develop staff capable of driving growth in children through quality professional learning that improves their teaching and learning practice and leadership capacity

## Improvement Measures

- ❖ Gains against baseline data in all Year 9 NAPLAN domains.
- ❖ Growth in the percentage of Year 9 students results in the top three NAPLAN bands.
- ❖ Gains against baseline data in HSC value added for high, middle and low achieving students.
- ❖ Growth against state average for most HSC subjects.
- ❖ Growth in the percentage of students results in the top three HSC bands.
- ❖ Growth in the number of teachers who evidence evaluation of instructional practices as a consequence of formative assessment and/or GAT training.
- ❖ Incremental growth in the number of staff who evidence regular use of school wide data to identify student progress and modify teaching accordingly.

## People

### Student Learners:

- Recognise the primacy of learning and take responsibility as learners to achieve personal goals.
- Focus on personal best and growth mindset through self-reflection.
- Develop learning processes to achieve learning goals.

### Staff Learners:

- Develop skills in collection, use and application of data.
- Engage with contemporary research on high impact teaching practices.
- Embed future focussed learning skills aligned with the ACARA General Capabilities Framework within a model of Quality Teaching.
- Actively engage in the process of identifying and meeting the differentiated needs of all learners
- Evidence commitment to growth through engaging with the APST, QTF and leadership learning.

### Parent Learners:

- Partner staff through periodic contact and meetings to engage with their children's learning and develop skills and strategies to enhance their child's learning.
- Encourage their child in goal setting, self-reflection and to be resilient.

### School Leaders:

- Inspire a learning culture and growth mindset in all stakeholders
- Develop a coaching culture with staff through purposeful PDP's.

## Processes

- Embedding growth language in all forums focussed on learning, continuous improvement and personal best.
- Senior executive and Year advisors regularly engaged in year group academic reviews and interventions.
- Improvement in learning programs to evidence greater rigour, challenge and differentiation for individual learning needs.
- Targeted professional learning in writing, formative assessment, technology and differentiated learning for extension classes and for students requiring adjustment to drive student learning growth.

## Products and Practices

### Products:

- An engaging learning environment which embodies growth and personal best.
- A shared understanding of the actions that can move child and adult learning forward.
- A culture that permeates into the community and demonstrates aspirational expectations of learning progressions and excellence.
- Achievement growth of all learners across a range of measures.
- School wide evidence based staff learning that optimises student growth across all ability levels.

### Practices:

- Learning capabilities are explicitly programmed, taught and assessed across all KLA's in Years 7-10.
- Effective feedback loops that measure learning at various points of the teaching cycle are used to embed formative assessment practices
- Differentiation for extension classes and students needing support evident in process and product.
- Continual advancement of technology infrastructure and learning platforms.
- Staff individual responsibility for their learning through PDP's that align with standards and collective responsibility toward the development of colleagues.
- Instructional leadership guides the practice and learning of staff.

## Strategic Direction 2: Support for all Learners

### Purpose

To underpin learning growth, social growth, and achievement of personal best for all learners with effective and responsive student and staff wellbeing practices. We seek to produce resilient, motivated learners with a developed sense of belonging and institutional engagement by ensuring every learner receives support. Positive learning relationships and achievement celebration will permeate school culture through which a legacy will be built.

### Improvement Measures

- ❖ TTFM surveys reflect student satisfaction of the elements of social engagement, school context and classroom context.
- ❖ Scope and sequence of targeted wellbeing support aligned to SEF and the Wellbeing Framework developed and implemented by wellbeing team.
- ❖ Increased monitoring of student attendance.
- ❖ Increased numbers of students evidencing understanding of academic and wellbeing support structures available to them.
- ❖ Increasing staff awareness and action to support students identified with learning needs.
- ❖ Increasing staff efficacy and wellbeing that supports learning and achievement for themselves and others.

### People

#### Student Learners:

- Understand the wellbeing structures and processes that are available to them within the school and wider community.
- Appreciate the deep connection between wellbeing and achievement and are confident to seek support.
- Develop resilience and levels of emotional intelligence to self-direct their growth and that of others.

#### Staff Learners:

- Appreciate the primacy of supporting wellbeing initiatives and leading students to seek appropriate support for wellbeing needs.
- Demonstrate ethical practices which allows all learners to connect, thrive and succeed.
- Supplement their practice with actions that promote the wellbeing needs of others.
- Aspire to leadership roles within the wellbeing team.

#### Parent Learners:

- Value the support given to them by the school in the raising of their children and build a common purpose with the school.

#### School Leaders:

- Inspire a culture that wellbeing is everybody's responsibility supported with clear structures, processes, resourcing and events that evidences commitment.

### Processes

- Initiatives addressing learning skills, developmental and social issues delivered to student groups utilizing outside expertise.
- Sourcing of quality learning for staff on positive psychology and responding to student mental health issues.
- Leadership training for current and aspiring wellbeing team members.
- Enriching partnerships and communication with primary schools to develop deeper initial student profiles

### Products and Practices

#### Products:

- Students and staff who are active owners of their learning growth, physical and mental wellbeing.
- Coordinated wellbeing plan with scope and sequence aligned to the Wellbeing Framework and School Excellence Framework.
- Deeper links with community wellbeing partners.
- HSC mentoring resource package to support staff and students.
- Confident staff, students and parents willing to share wellbeing concerns.
- Broader and deeper staff capacity to cater for diverse wellbeing needs.

#### Practices:

- Expansion of key staff attending transition meetings.
- Deeper annual collaboration with feeder schools to enrich student learning and wellbeing profiles.
- Ongoing development of internal methods of recording, updating and communicating learning and wellbeing needs through teams and database.
- Explicit school wide teaching practice that evidences awareness of and catering to student learning and wellbeing needs.
- Development and communication of ILP's for identified students.
- Targeted group wellbeing initiatives embedded into events program.
- Application of positive psychology practices in a variety of domains.

## Strategic Direction 3: Opportunity for all Learners

### Purpose

To promote the holistic development of all learners through meaningful engagement with a diverse array of academic and extracurricular opportunities. We seek to develop people who are deeply connected with the broader life of the school and community, and, who through participation and leadership obtain fulfilment or realize fulfilment for others. We strive to enrich school culture and build a legacy by securing participation beyond the classroom.

### Improvement Measures

- ❖ Incremental growth in the number of students evidencing engagement with the academic and extra-curricular opportunities and other events.
- ❖ Incremental growth in the number of staff evidencing engagement with our academic and extra-curricular opportunities and other events.
- ❖ Incremental growth in the number of parents and community members evidencing engagement or awareness of the opportunities to engage with our academic and extra-curricular pursuits and other events.
- ❖ New opportunities created in response to new demand.
- ❖ Growth in the breadth and depth of community partnering of events.

### People

#### Student Learners:

- Understand the scope of extra-curricular opportunities the school offers and how to access these.
- Appreciate the wellbeing and academic growth that derives from engagement into the wider school and the wider community life.
- Find ways to be involved and to support others in existing and new extracurricular events of the school.
- Develop a sense of belonging in the wider achievements of their school.

#### Staff Learners:

- Understand the deep connection between students' academic learning and their holistic growth.
- Encourage all students to be engaged with the wider school and the wider community life.
- Seek opportunities to participate in or lead extracurricular events within and beyond the school.

#### Parent Learners:

- Value the importance of their child being connected to the wider school and the wider community life.
- Support and encourage their child's engagement with the wider school and the wider community life.

#### School Leaders:

- Inspire a culture that the holistic education of students supports learning achievement that maintains existing programs and motivates all stakeholders to source fresh initiatives to support growth.

### Processes

- Extensive regular communication of approaching opportunities for student participation in events within and beyond the school.
- Support and encourage staff leadership of extracurricular events through PDP's to widen capacity to support extracurricular programs.
- Foster support for extracurricular events through finance and executive committees and community partnerships.
- Ongoing development of internal policies and procedures to support student learning expectations through participation in events.

### Products and Practices

#### Products:

- Increased staff, student and parent involvement in thriving extracurricular sporting and CAPA programs.
- Embedded and broadened Duke of Edinburgh and Relay for Life participation.
- Substantial student and staff participation in leadership and social justices causes.
- Wide community and business links established that contribute to a broader resource base for student opportunity.
- Enhanced wellbeing and learning outcomes for students.
- Wide recognition of the leadership of staff and their contribution to student growth.

#### Practices:

- Development of facilities and resources to embed core programs and events.
- All staff assume high levels of professional responsibility and learning to lead beyond the classroom in meaningful roles.
- Students and parents work within the policy and procedural requirements established for student participation.
- Amplified communication with local businesses and outside agencies to maintain an actively engaged community and support for events.
- Sourcing ways and opportunities for students to excel in their chosen fields and showcase these endeavours.