

School plan 2018-2020

Castle Hill High School 8382



School background 2018–2020

School vision statement

Castle Hill High School wants to challenge minds and build character. Underpinning this mission are two imperative values that the school agrees are essential for the realisation of this quest: respect and excellence. We believe that positive, respectful relationships are essential for learning and productivity and to strive for excellence an environment that is safe, caring and ambitious is key.

School context

Castle Hill High School is a large, comprehensive secondary school. In 2018 the school will have 111 teaching staff and 1700 students, 44% of whom are from a non-English speaking background, including 70 international students. This enrolment is expected to continue to rise after 2018.

The school has an outstanding reputation for its pursuit in building teacher capacity, its innovative programs to enhance academic performance and its culture founded on professional, collaborative, respectful relationships. Learning for teachers and students is an absolute priority in order to “Challenge Minds and Build Character”.

The school has excellent links with an informed community, a mutual commitment that is highly valued.

The curriculum is vast and extracurricular activities are abundant providing choice, challenge and interest for students. Creative and Performing Arts and sport complement an academic focus where HSC results are very strong.

School planning process

The senior executive used professional learning time to consult staff on the vision and values of the school. These beliefs guided the strategic directions that were developed.

The executive and senior executive used the School excellence framework in 2017 to complete the SEF to determine the progress on the strategic directions.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Challenging Learning Culture

Purpose:

To build student capacity in higher order and conceptual thinking in an environment underpinned by high expectations and challenge.



STRATEGIC DIRECTION 2

Rigorous Teaching Practice

Purpose:

To build teacher capacity that facilitates a challenging environment for students where higher – order thinking, problem – solving skills and intellectual risk –taking are embraced in an explicit way.



STRATEGIC DIRECTION 3

Leading for Improvement

Purpose:

To continue the investment in a culture of high expectation to meet a 21st century learning and teaching environment, changing, sophisticated technology requirements, student – centred learning styles and the leadership development of the executive and aspiring leaders.

Strategic Direction 1: Challenging Learning Culture

Purpose

To build student capacity in higher order and conceptual thinking in an environment underpinned by high expectations and challenge.

Improvement Measures

- Increase the percentage of high performing students from gifted and talented classes gaining band 6 in the Higher School Certificate
- 100% of students will qualify for HSC accreditation after reaching minimum standards in online tests
- Reduce the percentage of students in Band 3 and 4 in the Higher School Certificate and correspondingly increase the percentage of students in Band 5 and 6

People

People

The Senior Executive, together with experts from the teaching staff, coordinates a scope and sequence for the delivery of high quality professional learning that allows teachers to collaborate on best-practice in higher order thinking / questioning.

People

Head Teachers coordinate the design of high quality, rigorous teaching programs, formative and summative assessments to meet NESA requirements and to challenge students

People

Students who have not met HSC minimum standards in NAPLAN will successfully build skills in examination literacy.

Processes

Research high quality professional readings and practices to inform a school wide plan on higher order thinking

Implement a whole school approach to the explicit teaching of higher order questioning and problem solving skills so students can thrive and feel challenged

Implement additional professional learning sessions focused on conceptual learning for Year 7 teachers of gifted and talented classes

Develop a set of protocols and expectations which draw on best – practice for faculties to redesign teaching programs that explicitly integrate higher order skills and rich assessment tasks (of, as and for learning)

Provide substantial time for teachers to collaborate on best – practice programming

Implement whole school professional learning to establish best-practice on formative and summative assessments that are more high order.

Embed literacy and numeracy throughout the KLAs by explicit teaching of writing, reading and numeracy skills.

Identify every student failing to meet minimum standards for HSC accreditation and plan for their success

Evaluation Plan

Practices and Products

Practices

Whole school professional learning in higher order teaching skills for students to engage in more problem solving and conceptual thinking has been implemented

Collaborative relationships with like-minded schools to exchange best practice ideas and collaboratively evaluate the final teaching and learning product are established

Individualised Learning Plans to enable success in completing the online tests have been developed

Products

Teachers will share their understanding and resources to develop greater understanding of higher order questioning and skills

The percentage of students responding positively in surveys on challenging, conceptual thinking skills taught in class will have increased

All teaching programs meet NESA requirements and include differentiation strategies and higher order, rigorous teaching and learning strategies

All teaching programs will have higher order formative and summative assessment

Strategic Direction 2: Rigorous Teaching Practice

Purpose

To build teacher capacity that facilitates a challenging environment for students where higher – order thinking, problem – solving skills and intellectual risk –taking are embraced in an explicit way.

Improvement Measures

- Increase the percentage of students demonstrating expected growth in literacy and numeracy, as measured by NAPLAN tests
- Increase the number of teachers commencing higher levels of accreditation
- Increase the coaching and performance management skills of aspiring educational leaders and current leaders

People

People

The Senior executive coordinates a review team using parents, internal teaching personnel and outside teaching personnel to critique the school's major literacy and numeracy programs

People

The senior executive and executive develops a coordinated approach to an improvement in coaching and mentoring skills

People

The senior executive works with the executive and aspiring executive to develop skills appropriate for accreditation at HAT and LEAD

Processes

Develop and implement a high quality review of Quick-smart literacy and numeracy and the Maths Pathways Program

Implement a professional learning program to upskill head teachers on coaching methods

Promote requirements for a deeper understanding of HAT and LEAD

Implement a coaching program for teachers and executive aspiring to HAT or LEAD

Evaluation Plan

Practices and Products

Practices

The numeracy and literacy teams will be informed by data from the review team to evaluate current programs, make adjustments to literacy and numeracy strategies and refine practices

All literacy and numeracy ILPs will be data- based and differentiated for individual student learning needs

Head Teachers will have practised their learning with faculty members.

Feedback from Head Teachers will support the continuation of professional learning in this area and Head Teachers will feel more confident about the coaching and mentoring process

Products

HAT and LEAD will have been commenced by some teachers and Head teachers

Local schools will be accessed to build collaborative networks for aspiring HAT and LEAD candidates

Strategic Direction 3: Leading for Improvement

Purpose

To continue the investment in a culture of high expectation to meet a 21st century learning and teaching environment, changing, sophisticated technology requirements, student – centred learning styles and the leadership development of the executive and aspiring leaders.

Improvement Measures

- Remodel teaching and learning spaces to incorporate flexible, contemporary furniture to ensure learning for students and teaching for teachers is enhanced
- Increase the percentage of students, including girls, engaged in STEM subjects in 2019 and 2020

People

People

Faculty leaders coordinate a differentiated approach to tailored, flexible learning arrangements in classrooms

People

A team of teachers and students whose skills are developed in best-practice, robust STEM design is established

Processes

Implement a whole – school approach to the design of classrooms to meet 21st century learning needs of students

Implement a project team to investigate STEM electives and strategies in other schools with a view to developing a plan for future STEM inclusion at CHHS

Evaluation Plan

Practices and Products

Practices

Research has been undertaken by a range of teachers to determine best-practice in classroom furniture design

A plan will be developed for the introduction of STEM electives and strategies for 2019

The ratio of boys to girls in maths, science, technology and engineering subjects will be monitored.

Products

At least one classroom from each faculty area, each year, will have been refurbished to accommodate the physical requirements of 21st century student– centred learning

Shared school – wide pride is evident from feedback from students and teachers

Teaching practices are more varied and student–centred to reflect new, flexible designs in classroom layouts

5 week taster courses / projects for term 4 2018 will have been implemented.