

School plan 2018-2020

Carlingford High School 8447



School background 2018–2020

School vision statement

Our school vision is ‘To develop considerate, responsible people who can learn and act independently to achieve personal excellence’

In valuing our students we: –

- Genuinely care for their well being
- Consistently challenge students to give their personal best
- Always treat students fairly and with respect
- Aim to provide experiences that engage, motivate and maximise their learning
- See each student as an individual with particular learning needs

In valuing our staff we: –

- Work to ensure each teacher feels a sense of worth and belonging
- Aim to support each other in our daily work and responsibilities
- Believe in the importance of working and contributing as part of a cohesive team
- Recognise the expertise and skills of our colleagues
- Understand the importance of working flexibly with those around us to maintain positive relationships and a positive environment

In valuing our school culture, we: –

- Acknowledge the critical role each teacher plays in promoting our culture of high expectations and high achievement (personal excellence)
- Seek to share the responsibility for the maintenance of a

School context

Carlingford is a large, successful, comprehensive, co-educational high school located in the northern suburbs of Sydney. The school enjoys strong parent and community support and prides itself on providing a quality education across all areas of school life.

With a large student population comprising 72% from a non-English speaking background, Carlingford has a clear focus on meeting the needs of students from diverse backgrounds. In support of this, the school employs Community Liaison Officers for both the Chinese and Korean communities. The school has a structured and supportive welfare system designed to ensure a safe, well-disciplined learning environment where positive behaviour is expected, and high expectations for participation and learning are set.

Our focus is on the promotion of an engaging and innovative learning environment where students want to learn and give their best. There are extensive services to support student learning and to ensure each student reaches their full potential. The school has strong links with local partner primary schools and tertiary institutions. The school aims to develop within each of its students the skills, knowledge, attitudes and values necessary to participate confidently and positively in society.

School planning process

The school works closely with the students, staff, parents and the local community in the development of our school plan.

Data is collected from a broad range of sources to identify key areas of success and areas where a long term vision and associated targeted programs will potentially improve the learning outcomes and quality of education provided to the students.

Whole staff planning and feedback systems, along with input from external bodies where appropriate, ensure key targets and effective strategies are collaboratively developed and the associated benefits clearly understood and valued as key drivers in the school’s strategic vision. Future focussed thinking which challenges the status quo and expands opportunities and possibilities for students and their learning is encouraged.

Following initial consultation and opportunities for input, parent representative bodies and all staff are presented with draft documents for comment and feedback.

The school's executive team carefully analyses and discusses all feedback and makes any necessary changes. The final drafts are presented and signed off by the Student Representative Council, School Executive in consultation with staff and Parents and Citizens Association.

Regular and routine monitoring of the implementation plan occurs with key groups to ensure that the intentions of each strategy are reaching key milestones and culminating

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School vision statement

safe, happy and effective learning environment

–Understand the importance of maintaining and following consistent approaches to school policy and procedures

–Celebrate the cultural diversity of our student population and understand the importance of promoting harmony and tolerance

–Recognize the importance of extra curricula programs and the efforts of staff in providing them.

School context

School planning process

in successful outcomes which make a genuine difference in the school.

Teams acknowledge that while preserving the intentions of the plan are paramount, some adjustments are sometimes necessary to ensure the best outcomes are reached.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Delivering Quality Teaching and Learning Outcomes

Purpose:

Quality teaching is at the essence of ensuring quality learning outcomes are achieved and students reach their full potential. Our 2018–2020 focus is on the continued development of strong literacy skills for students, particularly in the area of writing and in the ongoing development and refinement of exemplary teaching and learning programs and assessment in all new Preliminary and HSC courses.

STRATEGIC DIRECTION 2

Nurturing and enhancing a quality school culture

Purpose:

Underpinning a quality school culture is the development of a comprehensive and inclusive welfare framework which supports both staff and students.

The framework should identify those activities, programs and strategies, which support the cognitive, social, physical and spiritual well-being of students and staff, which in turn improves individual and collective well-being.

STRATEGIC DIRECTION 3

Enhancing an ICT environment which supports student learning

Purpose:

All teachers continue to build on their skills in effectively applying ICT in the classroom through targeted PL.

The school continues to expand its mandatory BYOD program for all students in Years 7–9, 11 in 2018, 7–10 in 2019 and 7–12 in 2020. The program enhances learning opportunities and outcomes for students.

Effective ICT systems are integrated and school practices developed and refined which support the successful, ongoing implementation of LMBR.

Strategic Direction 1: Delivering Quality Teaching and Learning Outcomes

Purpose

Quality teaching is at the essence of ensuring quality learning outcomes are achieved and students reach their full potential. Our 2018–2020 focus is on the continued development of strong literacy skills for students, particularly in the area of writing and in the ongoing development and refinement of exemplary teaching and learning programs and assessment in all new Preliminary and HSC courses.

Improvement Measures

Increase the 3 year trend average of year 9 students at proficiency (top 2 bands) in NAPLAN writing to 18%.

Decrease the 3 year trend average for year 9 students falling below the National Minimum Standard in writing to 6.5%

Quality programs developed and refined in all new Preliminary and HSC courses.

New assessment schedules developed for all Preliminary and HSC courses in 2018–2019

Review of all current assessment tasks in Year 11 and 12 completed.

Where applicable new Preliminary and HSC assessment tasks developed, trialled and evaluated.

Enhanced understanding and use of quality feedback practices in the school

People

Staff

Staff continue to receive PL on specific literacy strategies, which reinforce and develop the writing and literacy skills of students.

Staff deliver support to students.

LST establish support structures for students who do not meet minimum standard in NAPLAN.

Utilising NESA resources and teaching quality networks, staff develop and refine exemplar programs for all new Preliminary and HSC courses.

Review all senior assessment schedules to ensure consistency across all faculties.

Continue to inform parents and families on how to encourage, motivate and reinforce their child's learning at school.

Leaders

Clear and purposeful presentations and communications to parents on key elements of the new Preliminary and HSC courses including both content and assessment.

Presentations of school Literacy Plan to the P&C with emphasis on opportunities to connect learning between home and school.

Processes

Through lessons, classwork and assessments, students are exposed to relevant and contextualised literacy strategies which reinforce explicit skills in writing.

Senior students clearly understand the new assessment regime and requirements.

They participate in feedback focus groups.

Focused literacy strategies targeting writing will be implemented across all faculties.

Staff clearly articulate and implement consistent assessment practices across Stage 6.

New stage 6 assessments developed which maximise 'assessment of and for' learning principles.

Staff complete a survey on feedback practices.

Parents attend Literacy workshops at school to support students learning at home.

Parents attend presentations on senior assessment and literacy.

Evaluation Plan

Evaluation plan:

Regular reporting against set milestones in executive meetings.

Staff feedback on implementation success of new programs, assessment policy and assessments.

Stage 6 students surveys provide feedback

Practices and Products

Practices

Teachers in the normal course of following their teaching programs actively teach explicit literacy skills for students as identified in their teaching programs. This includes the explicit teaching of writing.

Teachers follow newly developed Preliminary and HSC programs and evaluate units.

Publish and implement new assessment schedules.

Comprehensive report and analysis of feedback practices produced and evaluated.

Quality feedback practices PL implemented and utilised across the school.

Products

Products:

Year 9 NAPLAN results improve as identified in column 1.

Around 20 per cent of students achieve at high levels of performance on external performance measures. (SEF)

"Let's make 8" and "Focus on literacy" support interventions established.

Quality programs developed and refined in all new Preliminary and HSC courses

New assessment schedules completed for all Preliminary and HSC courses in 2018 and 2019

Strategic Direction 1: Delivering Quality Teaching and Learning Outcomes

Processes

on new units of work.

Staff and student survey on quality feedback practices constructed by DP's and HTT&L.

PL provided to staff on best practice with student feedback .

Strategic Direction 2: Nurturing and enhancing a quality school culture

Purpose

Underpinning a quality school culture is the development of a comprehensive and inclusive welfare framework which supports both staff and students.

The framework should identify those activities, programs and strategies, which support the cognitive, social, physical and spiritual well-being of students and staff, which in turn improves individual and collective well-being.

Improvement Measures

The school develops a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students which improves individual and collective wellbeing. (SEF)

PL and surveys reflect ongoing consideration for the wellbeing of all staff in carrying out their roles and responsibilities.

Individual learning for targeted students is informed by the effective use of data analysis and in the strategic development of learning plans and in-class adjustments.

All teachers have developed sound Performance and Development Plans and have effectively used coaching and mentoring principles in classroom observations with their peers.

People

Students

Students have access to a cohesive, contextual range of extra curricula programs which are age specific and relevant to their particular needs and stage of schooling.

Parents/Carers

Parents are made aware of the programs and rationale behind the provision of these programs and potential benefits to their child's wellbeing.

Staff

HT Welfare and Year Advisers play an important role in the delivery of the framework. Staff understand the programs available and promote their value to students and participate where applicable.

Leaders

HT T&L and Welfare ensure relevant PL is provided to promote teacher wellbeing.

Community Partners

Carlingford Rotary continue their important partnership with the school in RYLA, MUNA Public Speaking and the SRC leadership program.

Processes

Students have the opportunity to participate in a range of carefully planned and coordinated welfare activities aimed specifically at their year group.

Mindmatters elements are incorporated into the Welfare program at Year assemblies with a focus on building resilience.

Targeted programs as per the master schedule operate along with coordinated Year Assemblies (one per term) and placed on the calendar in advance.

Effective differentiated learning support plans are developed and delivered to targeted students in class and via small group withdrawal.

Teachers participate in wellbeing PL.

Welfare Team ensure the framework is delivered by developing a clear action plan and communicating this clearly with both students and parents.

Evaluation Plan

DP& HT Welfare analyse welfare data including truancy, detention and suspension rates, numbers of merits distributed and survey responses.

Practices and Products

Practices

The school develops a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students which improves individual and collective wellbeing. (SEF)

PL and surveys reflect ongoing consideration for the wellbeing of all staff in carrying out their roles and responsibilities.

Targeted students receive improved strategic intervention via the development of differentiated learning plans developed from effective data analysis.

All teachers have developed a quality PDP as assessed by their HT and senior executive.

Products

Individual learning for targeted students is informed by the effective use of data analysis and delivered via the strategic development of learning plans and in class adjustments.

Student surveys provide positive feedback regarding welfare initiatives and their wellbeing.

Teachers are aware of the key principles, which underpin the development of a quality PDP and utilise effective coaching and mentoring principles in classroom observations.

Teachers practice mindfulness and a growth mindset in maintaining a positive and engaged attitude to their work and in maximising each students' potential.

Strategic Direction 3: Enhancing an ICT environment which supports student learning

Purpose

All teachers continue to build on their skills in effectively applying ICT in the classroom through targeted PL.

The school continues to expand its mandatory BYOD program for all students in Years 7– 9, 11 in 2018, 7–10 in 2019 and 7–12 in 2020. The program enhances learning opportunities and outcomes for students.

Effective ICT systems are integrated and school practices developed and refined which support the successful, ongoing implementation of LMBR.

Improvement Measures

80% of Teachers identify that they have extended their skills in effectively applying ICT in the classroom as validated through survey data.

The school continues to expand its mandatory BYOD program for all students in Years 7– 9, 11 in 2018, 7–10 in 2019 and 7–12 in 2020. The program enhances learning opportunities and outcomes for students.

Effective third party ICT systems are successfully trialled and integrated which support the implementation of SAP and LMBR.

People

Students

Years 7–9 (2018), 7–10 (2019) and 7–11 (2020) are required to bring their own approved device for use in the classroom to maximise their learning opportunities.

Staff

Staff access ongoing professional learning which specifically meets their needs in utilising ICT effectively in the classroom.

Staff use ICT to access individualised PL and to develop use of diagnostic programs to obtain data for targeted teaching.

Under the guidance of the HT, each faculty develops a plan to gain the maximum benefit from the mandatory BYOD program.

Parents/Carers

Parents are kept informed and regularly updated on the BYOD program and the school's expectations of students.

Leaders

Continue to explore and promote innovative ways to effectively use ICT to improve student learning.

Ensure the ongoing ICT strategic plan is kept relevant and future focused. This includes evaluating classroom ICT facilities and updating as required

Processes

Students adopt the BYOD program and effectively and appropriately use their devices in lessons.

Staff regularly utilise the available technology in their programs to maximise and enhance student learning and engagement.

Ongoing development of teaching programs clearly embeds technology in the classroom.

Each faculty updates Moodle to include resources for each BYOD year group.

Staff PL on innovative use of technology in the classroom.

All Head Teachers ensure programs embed the strategic and effective use of technology in the classroom including the BYOD program.

Ongoing evaluation and refinement of third party software which integrates effectively with SAP and LMBR systems.

Evaluation Plan

DP and HT T&L conduct audits and surveys to track the process of the BYOD program, the integration of technology in teaching programs and lessons and the effectiveness of targeted teacher professional learning.

The school's ICT team in consultation with the school will evaluate the efficiency of the use of LMBR with 3rd party systems.

Practices and Products

Practices

Via the BYOD plan, students will also have enhanced learning opportunities.

New stage 6 programs will include embedding BYOD activities in units of work.

The continued integration of technology will promote the continued expansion of effective and engaging learning opportunities.

Students, parents and teachers will identify the learning benefits of the BYOD program.

Bringing a device to school each day for students becomes routine and is an enhancement to their learning.

Products

The school's mandatory BYOD program is extended to include Years 7–11 by 2020.

The program will result in an expanded use of technology by students and teachers which benefits learning and will be evident in learning programs and classrooms across the school.

Moodle resources and other on line learning platforms will be extended and used to provide engaging lesson content and resources for students.

Professional learning opportunities in the use of ICT are provided to promote collaboration and provide student feedback.