Strategic Improvement Plan 2021-2024

Carlingford High School 8447

School vision and context

School vision statement

At Carlingford High School, our school community is committed to 'developing considerate, responsible people who can learn and act independently to achieve personal excellence.' Our aim is that every student and every teacher is challenged and supported to continue to learn and improve each year. Following a rigorous strategic analysis, our focus is on the development of high quality program development and delivery, based on evidenced driven approaches and effective wellbeing strategies which supports the development of the whole child.

School context

Carlingford High School is a large, successful, comprehensive, coeducational high school. 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 (1410) comprising 78% from a non-English speaking background, Carlingford has a clear focus in 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 set.

Our focus is on the promotion of an engaging and innovative learning environment where students want to learn and give their best. Current Improvement measures are based on system mandated targets and identified areas from our situational analysis. There are well established structures and strategies to support student learning and to ensure each student reaches their full potential. The school is committed to continually improving classroom practice and in maintaining high expectations for both staff and students. The school aims to develop within each of its students the skills, knowledge, attitudes and values necessary to participate confidently and positively in society.

Carlingford High School (8447) -2021-2024

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student results in Department mandated areas, and to build on academic success, we will further develop and implement targeted whole school and faculty strategies.

Improvement measures

Target year: 2022

Numeracy: - between 64.0% and 69.0% of students achieve in the top 2 Year 9 NAPLAN bands

Reading:- between 39.6% and 44.6% of students achieve in the top 2 Year 9 NAPLAN bands

Writing:- between 14% and 17% of students achieve in the top 2 Year 9 NAPLAN bands

Target year: 2023

HSC:- Between 60.9% and 65.9% of students achieve in the top 2 HSC bands.

Target year: 2023

NAPLAN growth 7-9:

Improve Numeracy growth to lower bound 78.2%

Improve Reading growth to lower bound 76.6%

Initiatives

NAPLAN YEAR 9 top 2 bands improvement initiatives

- **Stage 5 curriculum adjusted** to include an extra period allocated to English in Y9 (2021) to teach a unit to target growth in students writing using evidence based literacy strategies.
- **All Y7-12 teaching and learning programs** incorporate quality feedback, assessment and explicit skills development.
- **Develop and implement targeted numeracy lessons** in Stage 4 and 5 Mathematics including a specific focus on NAPLAN preparation for maximising success in Year 9 results.
- **Whole school literacy strategy:**

- Best Start Year 7 diagnostic to inform targeted teaching practice and intervention strategies for students at risk of falling behind.

- Targeted literacy lessons in Stage 4 and 5 English - NAPLAN writing and Minimum Standards writing.

- Boys education strategy developed and implemented.

- Parent workshops to support student engagement with literacy initiatives for Stage 4 and 5.

- **Teacher professional learning in:-**

- Identification and use of diagnostic data(NAPLAN, BEST START and school based assessment) to individualize T&L through differentiation and evidence based teaching strategies.

- Critical literacy and academic writing, subject specific writing strategies (TEEL, PEEL)

- Effective feedback strategies to improve student writing.

HSC top 2 bands improvement initiative

- **Stage 5 curriculum adjusted** to include an extra period allocated to English in Year 10 (2022) to teach a unit to target growth in students writing using

Success criteria for this strategic direction

- There is demonstrated commitment within the school community that all students make learning progress.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Students are motivated to deliver their best and continually improve.
- The school achieves excellent value-added results, well above the value added by the average school.
- Renovation of T&L programs aligned to evidenced based strategies in *What Works Best*.
- Targeted writing unit in English developed and implemented Y9 (2021) and Year 10 (2022).
- Teacher efficacy evident in provision of formative assessment and feedback strategies and in explicit skills development.

Evaluation plan for this strategic direction

- Year 9 NAPLAN results in Numeracy, reading and writing will be analysed each semester by the executive team using SCOUT and internal data to identify the success of key initiatives.
- HSC top 2 band results in Numeracy, reading and writing will be analysed each semester by the executive team using SCOUT , RAP and internal data sources to identify the success of key initiatives.
- Analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide ongoing improvement of student outcomes.

Initiatives

evidence based literacy strategies.

- **Whole school literacy strategy:**

- Faculty specific literacy strategies developed and implemented to support growth in whole school literacy and improve student writing at HSC level.

- Development of Stage 6 writing resource to support growth in student writing through goal setting and personal bests.

- Parent workshops to support student engagement with literacy initiatives for Stage 6.

- **Year 10 Senior Preparation program** -transition program targeting academic writing, critical literacy, digital literacy, academic resilience, study skills and post school pathways.
- **Stage 6 teaching and learning programs** incorporate quality feedback, assessment and explicit skills development.
- **Teacher professional learning in:-**

-Identification and use of diagnostic data(NAPLAN, RAP and school based assessment) to individualize T&L through differentiation and quality teaching strategies

- Critical literacy and academic writing, subject specific writing strategies (TEEL, PEEL)

- Formative assessment strategies to improve student learning outcomes through differentiated teaching that promotes individualized learning

- Effective feedback strategies to improve student learning outcomes through student self-efficacy with teacher feedback

Strategic Direction 2: Student wellbeing and engagement

Purpose

In order to maximise student outcomes in the fullest sense, school wide, evidence based practices are developed and implemented where every student is known, valued and cared for. Students feel they are connected and engaged with school and school programs which support their personal, social and learning needs.

Improvement measures

Target year: 2023

Attendance: between 90.5% and 95.3 % of students attend school each day.

Target year: 2023
Well-being measures:
between 75.0% and 80.0% of students identify positive wellbeing based on the Tell Them from Me surveys.

Initiatives

Improved attendance

- **Review whole school attendance processes and procedures** to ensure consistency and build collective responsibility for improved student attendance.
- **Improved roll call protocols** to follow up on student absences.
- **Expanded HT administration role** to support DP/ HT Welfare in attendance monitoring including partial absences and late attendance

Improved student wellbeing

- **Revised whole school wellbeing plan** identifies evidence based sustainable practices which can be implemented across each year group relevant to a students' stage of personal, social and learning need.
- **Revise whole school Student Wellbeing and Discipline policy** in line with new *DoE Behaviour Strategy* with the overarching aim to support effective classroom management and promote positive, respectful relationships across the school.
- **Boys Education strategy** devised, implemented and underpinned by supportive welfare and discipline practice and evidenced based quality teaching.
- **Teacher Professional Learning on:**

-Revised School Welfare and Discipline Policy promoting positive and respectful relationships

- Evidence based teaching strategies to inform effective teaching practice and address individual student learning needs.

Success criteria for this strategic direction

- The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.
- Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- Updated School Wellbeing and Discipline Policy (aligned to new *DoE Behaviour Strategy)* and underpins school wide collective responsibility for improved student learning and success.

Evaluation plan for this strategic direction

- Attendance rates are regularly monitored and analysed by the executive team each term.
- TTFM survey data analysed in determining improvements in students perceptions of wellbeing. Internal data will also inform success.
- Improvement in student attendance is supported through analysis of consistency of processes and procedures which minimize impact of student absences on learning outcomes.
- Analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide ongoing improvement of student outcomes.

Strategic Direction 3: Quality teaching and learning

Purpose

Consolidation, development and enhancement of the capacity of every teacher to plan for and deliver effective, evidence based teaching programs and pedagogies will maximise the likliehood of enhancing student learning outcomes.

Improvement measures

Target year: 2023

Every teaching and learning program in the school 7-12 clearly embeds explicit skill development, differentiated teaching and learning activities and effective feedback points which are backward mapped to high quality assessment.

Target year: 2023

Teaching and learning pedagogies across the school consistently reflect high expectations, explicit teaching, effective classroom management, use of effective feedback, use of data to improve performance, high quality backward mapped assessment and collaboration.

Initiatives

7-12 Program renovation

- **School conducts an audit of all 7-12 teaching and learning programs** in meeting key elements of quality programs and the school's best practice program template and agreed program protocols.
- **School engages an external expert** to review faculty programs across two KLA's as a model of best practice in analysing and renovating faculty programs. All initial faculty renovated programs to be externally audited to ensure high quality and consistency across the school.
- **External expert provides executive PL** on instructional leadership processes which will support the achievement of high quality program renovation.

Strengthening High Quality Teaching Practice

- **Develop and implement a whole school collaborative approach to** sharing innovative and best teaching practice.
- **Engage external expert to develop an effective classroom observation tool** based on *'What Works Best'* themes to provide evidence based feedback on teaching practice.
- **Teacher professional learning in:**

- *'What Works Best'* document strategically developing an improved understanding of the benefits and execution of effective evidence based pedagogies.

- Feedback strategies with emphasis on building student efficacy.

- Formative assessment strategies to inform teaching practice and addresses individual student learning needs.

- Identification and use of diagnostic data(NAPLAN, RAP and school based assessment) to individualize T&L through differentiation and quality teaching strategies.

Success criteria for this strategic direction

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment.
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

- All lessons are systematically planned as part of a coherent program that has been collaboratively designed.
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.
- Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Evaluation plan for this strategic direction

- The senior executive team and external experts conduct an evaluation of how well each newly renovated teaching and learning program meets the success criteria at agreed points within the 4 year planning cycle.
- Analysis of the data to determine impact will also guide both ongoing implementation as well as future school planning to provide ongoing improvement of student outcomes