

School plan 2015-2017

Caringbah High School 8240



School background 2015-2017

School vision statement

We will provide high quality and innovative education in a dynamic and caring environment.

Our school will provide:

- Opportunities for all students to develop their talents and explore their potential in a nurturing environment
- State of the art facilities to engage students in their learning
- Highly experienced, dedicated and caring staff
- Developing young people into responsible and caring community members
- Ongoing links to universities and learning institutions to prepare students for lifelong learning
- A welcoming and friendly school where parents are valued partners in their child's education

School context

Caringbah High is an academically selective and co-educational secondary school of around 910 students located in the southern suburbs of Sydney. The school provides a challenging academic curriculum as well as spirited cocurricular music, creative and performing arts, and sport programs. Our students are encouraged to participate in a wide range of learning experiences in order to enhance their individual strengths and talents. We aim to provide a secure and caring environment in which to develop young people who strive for academic excellence and who are socially responsible, independent, lifelong learners. We work tirelessly to build meaningful partnerships with the school community, forging ties with industries and educational institutions in order to provide our students with the opportunity to reach their full potential in their future lives and careers.

School planning process

The implementation of the School plan will be monitored by the Principal and the School planning team in its role as the School's overall self-evaluation committee. The team has undergone professional development in acquiring the knowledge and understanding necessary to implement and oversee the new school planning process. The School executive will have direct responsibility and accountability for the implementation of the annual whole school, faculty and team plans as well as annual whole school, faculty and team evaluation reports. This plan has been developed through a consultative process of data analysis and parent, student and teacher consultation as well as recommendations from the Public Schools NSW Strategic Directions 2015-2017. The school Plan fosters the three domains of learning, teaching and leading as outlined in the NSW Department of Education School Excellence Framework.

School strategic directions 2015-2017

STRATEGIC DIRECTION 1

Independent and inspired lifelong learners, engaged and challenged, resilient and resourceful

Purpose:

To challenge and engage students, enhancing their capacity in all fields of endeavour and utilising their talents in a rich variety of experiences in, and beyond, the classroom. We will facilitate the development of the skills necessary for our students to be successful lifelong learners, building in them the confidence to adapt to a changing world and solve the challenging problems of tomorrow. Our students will be well-rounded, active participants in all aspects of school-life, encouraging their growth as resilient, resourceful and empathetic citizens with the potential to have a positive impact on the society of the future.

STRATEGIC DIRECTION 2

High performing teachers, collaborative lifelong learners

Purpose:

To provide staff with the skills and knowledge required to use evidence based, best-practice pedagogical approaches in delivering quality teaching and learning across the school. We will strive to maintain a safe, high performing learning environment for staff, fostering growth and professional development for teachers at all stages of their career. Our teachers will be confident, collaborative educators who are able to expertly cater for the needs of gifted and talents learners.

STRATEGIC DIRECTION 3

A high performing school, informed and inclusive, organisational excellence

Purpose:

To enhance a school community that has high expectations, a positive learning culture that is inclusive and communicates effectively through organisation excellence. The school values and supports activities that build and promote positive productive relationships within the school and wider community. The Caringbah learning community will work together to build a learning organisation that is effective and efficient through the introduction of new and improved ways of doing business.

Strategic Direction 1: Independent and inspired lifelong learners, engaged and challenged, resilient and resourceful

Purpose

To challenge and engage students, enhancing their capacity in all fields of endeavour and utilising their talents in a rich variety of experiences in, and beyond, the classroom. We will facilitate the development of the skills necessary for our students to be successful lifelong learners, building in them the confidence to adapt to a changing world and solve the challenging problems of tomorrow. Our students will be well-rounded, active participants in all aspects of school-life, encouraging their growth as resilient, resourceful and empathetic citizens with the potential to have a positive impact on the society of the future.

Improvement Measures

Key quantitative and qualitative measures will include, where relevant:

- All HSC value-added results to be greater than 1.0 when compared to other schools
- Increase from 54% to 100% on students' measure of their engagement on the TTFM survey
- An increase in strategies to support 21st Century Learners
- All staff and students showing positive behaviours for effective learning
- All students within the school community involved in at least one co-curricular activity

People

Students

Students will be engaged through gifted and talented learning and adopt 21st century skills.

Staff

Teacher professional development will be designed to support an integrated approach to the gifted and talented learner.

Community Partners

Parents & community will be engaged through collaborative and inclusive partnership opportunities to enhance the development of the gifted and talented student.

Processes

Gifted and Talented Learner Project

Develop teaching and learning programs that engage and challenge gifted and talented students with a strategic focus on developing:

- higher order thinking and learning skills
- 21st century learning skills
- extra-curricular opportunities

Quality Assessment Project

Implement a whole school approach to assessment practice with a strategic focus on:

- formative and summative assessment
- explicit and quality feedback

Positive Student Wellbeing Project

Develop wellbeing programs and structures that support individual learning needs with a strategic focus on:

- structured, whole school approach to student identification
- data analysis of student wellbeing

Evaluation Plan

Use qualitative and quantitative student data to inform and improve school curriculum and assessment practices and wellbeing programs.

Practices and Products

Practices

Building student capability to be self-directed independent and inspired lifelong learners who apply 21st century learning skills. Embedded practices will involve:

- programs, assessment tasks and rubrics reflect changes to pedagogy and curriculum
- increase of students demonstrate growth in school based assessments at the completion of the year in all key learning areas

In order to build student capacity in resilience and resourcefulness, embedded practices will involve:

- learning support structures
- wellbeing programs
- data analysis

Products

The school has an integrated approach to quality teaching, curriculum planning and delivery and assessment that promotes learning excellence and responsiveness in meeting the learning needs of 21st century gifted and talented student.

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. The school has a strategic and planned approach to support the cognitive, emotional, social and physical wellbeing of all students and is in line with the Every Student, Every School initiative.

Strategic Direction 2: High performing teachers, collaborative lifelong learners

Purpose

To provide staff with the skills and knowledge required to use evidence based, best-practice pedagogical approaches in delivering quality teaching and learning across the school. We will strive to maintain a safe, high performing learning environment for staff, fostering growth and professional development for teachers at all stages of their career. Our teachers will be confident, collaborative educators who are able to expertly cater for the needs of gifted and talents learners.

Improvement Measures

Key quantitative and qualitative measures will include, where relevant:

- All teachers seen as proficient when assessed against the Australian Teaching Standards
- An increase in the number of staff applying for accreditation at higher levels and applying for leadership positions within the school and wider educational community
- When measured by the TTFM survey, an increase in the numbers of teachers receiving feedback on their teaching from the executive and colleagues

People

Students

Quality teaching practice of staff will engage students to become quality learners.

Staff

Teacher professional development will be designed to support the ongoing development of professional practice and support collaborative and collegial discussions using key DEC reforms including:

- The NSW Quality Teaching Framework
- The Australian Professional Standards for Teachers
- The Performance and Development Framework for Principals, Executive and Teachers
- Strong Start, Great Teachers
- New DEC MyPL system interface with BOSTES

Community Partners

Parents & community will be engaged through collaborative and inclusive partnership opportunities to enhance the development of quality teacher practice.

Processes

Teacher Development Project

Develop and implement processes to support teachers in developing and maintaining quality professional practice with a strategic focus on:

- the Australian Teaching Standards
- professional development
- accreditation process
- school induction
- leadership

Quality Teaching Project

Promote collaboration and collegial participation to enhance a culture of sharing through a strategic focus on:

- quality teaching rounds
- effective coaching techniques
- effective teacher feedback

Evaluation Plan

Use of professional development plans to inform teacher development and quality teacher practice.

Increase of teacher observation and collegial feedback.

Practices and Products

Practices

All staff will have an understanding of and utilise the Australian Teaching Standards, through professional learning plans and accreditation processes, to monitor and develop quality professional practice.

All staff are engaged in regular reflection and the use of formal and informal feedback to develop deeper insights into the effectiveness of their own teaching practice.

Products

The school has effective processes in place for teacher performance and career development that are aligned with the Great Teaching Inspired Learning initiative. All staff have evidence to demonstrate their progress and plans to map out their own development.

A culture of collaborative professional learning that is valued and builds the capability of all staff.

Strategic Direction 3: A high performing school, informed and inclusive, organisational excellence

Purpose

To enhance a school community that has high expectations, a positive learning culture that is inclusive and communicates effectively through organisation excellence. The school values and supports activities that build and promote positive productive relationships within the school and wider community. The Caringbah learning community will work together to build a learning organisation that is effective and efficient through the introduction of new and improved ways of doing business.

Improvement Measures

Key quantitative and qualitative measures will include, where relevant:

- All school community members using Caringbah High School business systems to ensure organisational excellence
- All staff and a greater number of the wider school community engaging with the collection and analysis of data for ongoing improvement
- All members of the school community receiving updates on the progress of the school improvement plan through achievement of milestones and the annual school report

People

Students

Students will be engaged through improved access to online learning.

Staff

Teacher professional development will be designed to support structures that promote a high performing, informed and inclusive school.

Community Partners

Parents & community will be updated and consulted on the progression and evaluation of the school plan and the development of school management systems.

Processes

School Planning Project

Embed collaborative and consultative processes that will enable annual performance review designed to strengthen the learning culture of the school. The strategic focus is on

- data analysis of internal and external sources
- development of milestones
- annual school reporting processes

School Business Project

Develop administrative practices that will provide explicit information and effectively communicate the school's functioning to facilitate ongoing improvement. The strategic focus is on the development of online

- student management systems
- learner management systems
- network management systems

Evaluation Plan

Use of qualitative and quantitative data to inform and improve school planning.

Monitor and analyse the usage of communication and administrative systems.

Practices and Products

Practices

The school community uses the school plan as a core business strategy.

The school uses the NSW School Excellence Framework for reflection against quality school business.

Products

The school plan is at the core of continuous improvement, with the school's vision and strategic directions evident in its business ensuring high performance.

The school is recognised for its culture of positivity and inclusivity as a result of its effective communication and engagement with members of the wider community.