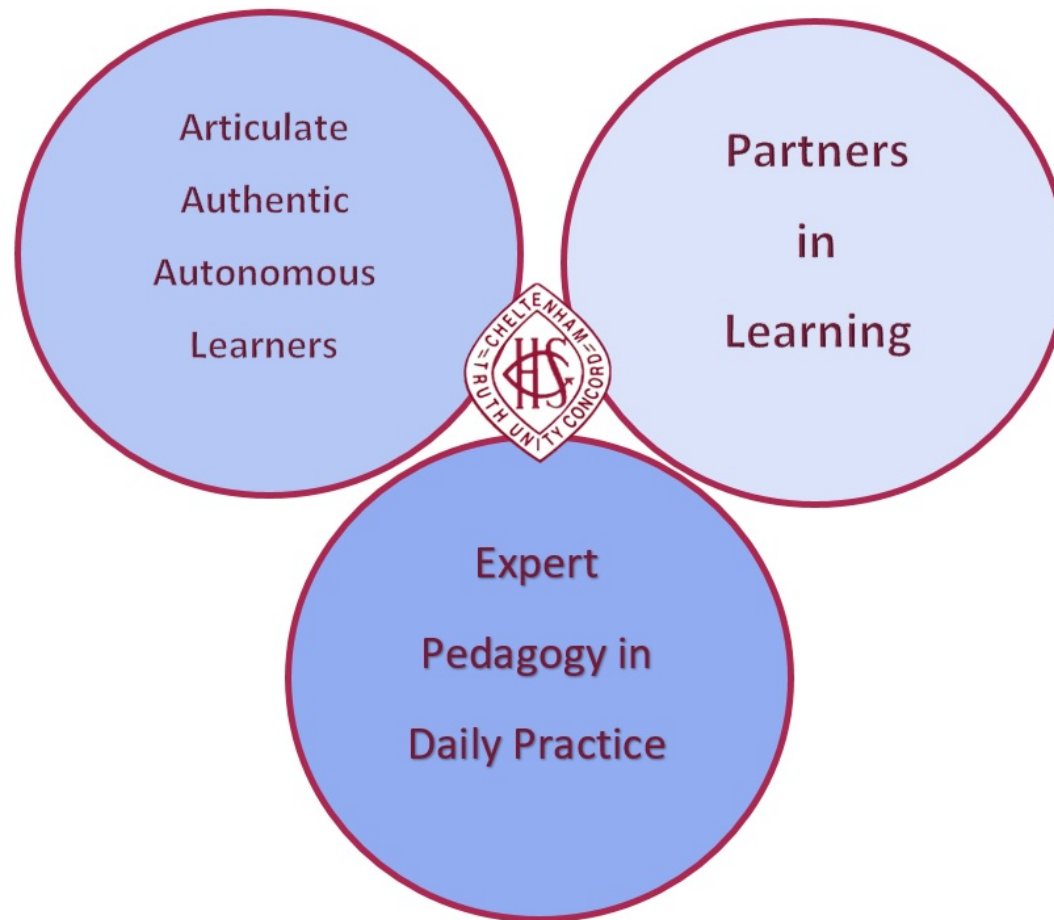


# School plan 2018-2020

## Cheltenham Girls High School 8208



# School background 2018–2020

## School vision statement

Cheltenham Girls' High School is committed to providing a variety of quality learning experiences in a caring, cooperative and challenging environment.

We strive to develop self-awareness, esteem and confidence. We promote positive, collaborative relationships built on respect and concern for others.

We encourage creative and critical thinking, and foster personal excellence and satisfaction. We increase life's opportunities and foster lifelong learning.

## School context

Cheltenham Girls' High School was established as a local comprehensive high school in 1958. The school is located on the magnificent former residential estate of the Vicars family, a family linked to the early history of Parramatta. The school oval was recently named 'The Vicars Oval' in recognition of the on-going relationship the school has with Vicars family descendants.

The school celebrates outstanding student achievement across the comprehensive range of interests and abilities as measured by exceptional results over many years in external examinations such as the Higher School Certificate.

The school provides a quality learning environment which promotes the best possible educational, social, cultural and recreational development of the individual.

The school enjoys strong positive community relations. The school is committed to the development of social responsibility within all students.

To that end a number of programs and initiatives focus on providing students with the necessary skills and confidence to make a significant contribution to the broader community.

Student leadership programs include Prefects, Student Representative Council, Social Justice Action Group, the Green Team, Cloud 9 (a group committed to raising understanding and awareness of adolescent mental health issues), and Sports House Captains: junior and senior.

The school offers gifted and talented students the opportunity to accelerate their HSC by completing 2 Unit Aboriginal Studies or 2 Unit Information Processes Technology for the HSC in Year 11.

The school has high attendance and retention rates and an exceptionally low rate of formal discipline instances.

The annual highlight of school life is the

## School planning process

Consultative meetings held at Executive level and Faculty level to establish the Strategic directions. Staff identified areas of interest in the sub satellite groups within each strategic direction and worked within small groups to implement strategies to achieve the goal.

# School background 2018–2020

## School vision statement

## School context

school's Presentation Day held since 1973 in the Sydney Opera House. The whole school joins in the singing of the chorus of Handel's 'Messiah' at the conclusion of the program.

In February 2018 1330 students were enrolled at Cheltenham Girls' High School, making the school one of the largest single sex government schools in the state. Approximately 66% of total enrolments in 2018 are from language backgrounds other than English.

Demand for enrolment is very high within the indicative enrolment area. Changes to the enrolment policy and procedures in 2018 has resulted in increased numbers enrolments in all year groups. This trend is predicted to continue with increasing enrolments particularly with large numbers of multi-story housing developments within the indicative boundaries.

## School planning process

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Articulate, Authentic,  
Autonomous Learners

### Purpose:

The purpose is to develop and deliver high quality teaching and learning programs which empower students to be intrinsically driven and good communicators. This will increase their academic achievement and facilitate lifelong learning.

## STRATEGIC DIRECTION 2

Partners in Learning

### Purpose:

The purpose is to develop quality relationships between students, staff, parents and our community. This builds mutual understanding, develops connected communities that propel teaching and learning in our school to benefit our school and our wider communities.

## STRATEGIC DIRECTION 3

Expert Pedagogy in Daily  
Practice

### Purpose:

The purpose is to develop and extend teacher knowledge and skills to deliver quality teaching pedagogy across the school through accessing internal and external professional development

# Strategic Direction 1: Articulate, Authentic, Autonomous Learners

## Purpose

The purpose is to develop and deliver high quality teaching and learning programs which empower students to be intrinsically driven and good communicators. This will increase their academic achievement and facilitate lifelong learning.

## Improvement Measures

- Improve Value Added measures for top 20 students identified in NAPLAN Years 7–10. Disseminate differentiation strategies for this group and improve teacher training in implementing high order practices into programs. Students engaged in their learning by writing ILPs setting personal goals and working with a mentor.
- Improved financial literacy for Year 10, 11 and 12. Improved digital literacy for all Year 7 students.
- Increase curriculum structures /opportunities to achieve appropriate subject choices, for students in Stages 5 and 6 and to prepare students for citizenship in a complex and dynamic society.

## People

### Leaders

Supervise the development and monitor the implementation of learning and teaching programs to include strategies for differentiation and improved literacy.

To identify underperforming students using SCOUT.

Head Teachers to coordinate with classroom teachers for a whole school targeted program.

### Staff

Work with identified students to set specific measurable improvement goals for personalised learning. Engage with professional learning to foster and develop critical and creative thinking skills across all KLAs.

Learning Support/ Library faculty to develop digital literacy program. Careers Advisors and Faculty Head Teachers will collaborate for investigation and feasibility for implementation of more VET subjects 2019.

Careers Advisors and Faculty Head Teachers will collaborate for investigation and feasibility for implementation of more VET subjects 2019.

### Students

All students are supported by LST and engage with mentor support to achieve personalised growth goals.

All year 7 students to participate in digital literacy program offered by Library Support

## Processes

- Address key literacy terms and numeracy strategies in all teaching and learning programs and tasks Year 7 – 12.
- Plan and set specific growth goals to be articulated in ILP for each identified student to support student driven learning.
- Development and implementation of Inquiry based learning (STEM) across a number of faculties.
- Implementing digital and social literacy learning for Year 7 students. Implementing financial literacy programs for Year 10 to 12.
- Curriculum Review Team sought with set goals for implementation of school based VET subjects and workplace learning.

## Evaluation Plan

Milestones will be discussed and evaluated, at executive level, throughout the year to ensure programs are on track.

## Practices and Products

### Practices

All teachers employ strategies to support explicit literacy including scaffolding all key NESA terms. Utilisation of Literacy Learning Progression support documents for each KLA. Investigate PLAN2 for future implementation.

Use data from NAPLAN and SCOUT to determine targeted students in 7, 9 and 12. Identify mentor teachers.

Targeted intervention of Stage 4 & 5 students. All teachers to develop and embed literacy strategies in teaching and learning programs and implement in all KLAs to assist targeted students.

Targeted intervention program for end of Year 10 and beginning of Year 11 and 12 to develop and extend financial literacy capabilities

Implementation of creative and critical thinking strategies across all KLA's. Identify/create targeted programs and external opportunities.

Increased number of staff undertaking training and certification for VET Framework subjects.

### Products

Explicit NAPLAN literacy outcome in all junior assessments, all teaching and learning programs and all teachers trained to mark and provide feedback for literacy in tasks.

Targeted students in Year 7, 9 and 12 each have ILPs for growth goals. Pre and post student testing to measure improvements.

# Strategic Direction 1: Articulate, Authentic, Autonomous Learners

## People

lessons. All Year 10, 11 and 12 students to participate in financial literacy program.

## Parents/Carers

Collaborate with their daughter and mentor teacher to plan and support individual learning plan to address specific literacy learning goals for growth.

## Practices and Products

Consistent improvement in value added scores evident over 3 years. All targeted students experience positive growth.

Students equipped to make sound financial judgements and decisions post-school

Delivery of inquiry based learning projects (STEM).

Digital Literacy and wellbeing program for Year 7.

Financial literacy program for Year 11/12.

Establish and build VET curriculum choices within school curriculum for Stage 5.

## Strategic Direction 2: Partners in Learning

### Purpose

The purpose is to develop quality relationships between students, staff, parents and our community. This builds mutual understanding, develops connected communities that propel teaching and learning in our school to benefit our school and our wider communities.

### Improvement Measures

- Increased parents and community involvement in the school/ classroom.
- Increase use of the CLO support services – Korean, Indian.
- Further develop CGHS alumni group through social media and increased interactions at school.
- Increase student wellbeing through acknowledgement and celebration of cultural diversity.

### People

#### Leaders

Review TTFM surveys and other data to determine areas for improvement in parent engagement. Expand role of CLO.

Organise meaningful interactions and celebrations of culture. Cultural celebrations added to enrolment form/package and school calendar.

#### Staff

Increase awareness of CLO role in school. Increased use of parents in the classroom and/or at workplaces.

Head Teachers to collaborate with Careers Advisor to plan for upskilling teachers to include Vet courses in curriculum offerings.

Plan professional learning for staff for students in the workplace.

IT Support Staff: to assist implementation of wellbeing links on school website/s.

#### Community Partners

CLO: Increased involvement in parent nights and parent gatherings. Further articulate role for CLO.

#### Parents/Carers

Increase engagement with community/parents through website links for wellbeing support.

### Processes

- Implement TTFM survey and drilldown into parent/community responses and articulate school policy on parent/community engagement.

- Consultation with parents and community to review curriculum to expand with more VET and accelerated subjects.

- Increased promotion of Alumni to senior students to support career choices through Careers Support.

- Increased cultural events throughout the year to build student understanding and cultural harmony.

- Establish a wellbeing Hub via webpage/Facebook or Moodle to reach out to students and community.

- Further development of CLO position role in supporting families. Raise Staff awareness of CLO role.

### Evaluation Plan

Milestones will be discussed and evaluated, at executive level, throughout the year to ensure programs are on track.

### Practices and Products

#### Practices

Engage with P & C to support analysis and diverse strategies to address and improve parent engagement and involvement.

CLO role to engage parents and community through morning teas and/or gatherings in addition to P & C meetings.

Expand CLO role through employment of Korean and (eventually) Hindi speaking CLO.

Engagement with the alumni and expansion of network and re-connection with the school

Students will participate in a range of cultural events throughout the year, such as Aboriginal Smoking Ceremony at beginning of each year, Diwali, Chinese New Year.

Establishment of a wellbeing link on our webpage with links to Youth related services as well as Black dog, Beyond blue etc.

#### Products

Increased understanding of community needs and development of appropriate school responses articulated through school Community Engagement policy.

Parent engagement and feedback through CLO and TTFM Survey.

Increased Key School information will be published on our website/Facebook/Moodle in community languages leading to an improved community understanding and involvement in student learning.

# Strategic Direction 2: Partners in Learning

## Practices and Products

Expanded career opportunities and build database of workplaces available to VET.

TTFM Survey results show improved advocacy and positive relationships.

Increased well-being of student and provides students, parents and staff with assistance in accessing help.



# Strategic Direction 3: Expert Pedagogy in Daily Practice

Purpose	People	Processes	Practices and Products
<p>The purpose is to develop and extend teacher knowledge and skills to deliver quality teaching pedagogy across the school through accessing internal and external professional development</p>	<p><b>Students</b></p> <p>Students will develop an understanding of the qualities of good teaching and good learning experiences. Students will be directly consulted through surveys on their learning experiences.</p> <p><b>Staff</b></p> <p>Through the application of the Australian Teaching Standards staff will demonstrate expert pedagogy through inclusive classroom practices which cater for all students learning needs. Staff will undertake specific professional learning to meet improvement goals for improved literacy and feedback processes.</p> <p><b>Parents/Carers</b></p> <p>Parents are included in the decision making in relation to the learning and wellbeing of students.</p> <p>Community Leaders: Fostering professional relationships and partnerships with relevant external providers and internal support services to enhance teaching and learning.</p> <p><b>Leaders</b></p> <p>Executive leaders will be responsible for ensuring that current research into expert pedagogy is regularly reviewed and disseminated to teaching staff.</p> <p>Support for staff attempting higher accreditation levels.</p>	<p><b>Processes</b></p> <ul style="list-style-type: none"> <li>Exploring and sharing a whole school literacy approach to improve student learning in the classroom and numeracy in maths.</li> <li>Sharing a range of EAL/D and learning support strategies to support teachers in the classroom. EAL/D and Learning Support teachers shared across KLAs.</li> <li>Professional development from external providers and internal sources to improve teacher capacity to analyse data and deliver quality feedback.</li> <li>School leaders continue to implement coaching conversations with staff related to classroom observations and mentoring for accreditation.</li> </ul> <p><b>Evaluation Plan</b></p> <p>Milestones will be discussed and evaluated, at executive level, throughout the year to ensure programs are on track.</p>	<p><b>Practices</b></p> <p>Collaborative approach to implement a whole school literacy and numeracy priority.</p> <p>Access EAL/D and Learning Support staff to inform teaching practice.</p> <p>To use data from SCOUT, RAP, school based formative and summative assessments to inform future teaching and learning.</p> <p>Whole school and cross KLA professional development on the delivery of quality and timely feedback.</p> <p>Whole school approach to the implementation of formative assessment.</p> <p>Australian Professional Teaching Standards underpin every lesson, every day.</p> <p><b>Products</b></p> <p>Marking in cross faculty groups supported by expert literacy teachers to support continued focus on explicit teaching practices for literacy.</p> <p>Inclusion of a specific literacy focus in every assessment task for stages 4 and 5.</p> <p>Inclusion of specific numeracy focus in every assessment task 7 – 10 for mathematics courses.</p> <p>Teaching and learning programs include adjustment strategies to cater for all students learning needs.</p> <p>Staff can reflect and critically analyses</p>

## Strategic Direction 3: Expert Pedagogy in Daily Practice

### Practices and Products

current practices to enable them to adjust and implement future teaching and learning practices.

Quality written feedback provided to students on assessment tasks. Student samples in all ranges are collected and stored.

Standardised formative assessment across courses and year groups reflected in marking criteria.

Staff continue to pursue accreditation at all levels.