

School plan 2018-2020

Cabramatta High School 8209



School background 2018–2020

School vision statement

SCHOOL VISION:

Our students are our main concern.

Striving for Excellence. Serving the Community.

The school and its community will provide each student with a quality education, develop the talents and interests of all students, and help them to participate as responsible members of society.

VALUES AND BELIEFS:

We value excellence in all our endeavours – academic, social, cultural and sporting.

We value active and co-operative participation by parents and community in the education programs of the school.

We value a positive, caring school environment for staff, students and parents.

We respect the individual and his/her right to learn and develop as a contributing member of society.

We recognise cultural diversity and value its contributions to the school and the nation.

We believe that the school must offer the opportunity for all students to develop their full potential as individuals.

We believe that the school must be prepared to respond to changes in education and society.

School context

Cabramatta High School is situated in South West Sydney. Our school education network is Fairfield. The school was established in 1958 as a comprehensive, coeducational high school. The Intensive English Centre was established in 1978 as part of the school. A special education unit for students with intellectual disabilities was introduced to the school in 1996.

Currently the school has over 1500 pupils and 170 teaching and non-teaching staff members. The school attracts a high number of international students and retains the majority of students exiting the IEC. Ninety-seven percent of our students are from language backgrounds other than English with a high proportion from South East Asian countries. In total there are 43 language groups in the student body. Currently there are 100 students who are identified as coming from a refugee background. There are seven students of Aboriginal background.

The school is supported through equity funding. This funding provides substantial resources to support student learning, community participation and school accountability.

The community is aspirational and upon completing school, students exit with an average of 50% accessing university and a further 35% studying at TAFE or private colleges. The remainder are employed in the workplace or seeking employment.

The school has learning partnerships with over 50 community organisations including businesses and service organisations. The school students are involved in a number of student leadership groups including LEOs, Red Cross, Student Representative Council and the Environment Group committee.

School planning process

Cabramatta High School has a consultative approach to the development of all school plans.

The school self evaluation teams undertake a rigorous examination of school programs. The process uses both qualitative and quantitative data gathered using surveys, forum discussions, data analysis and the faculty review process. These teams present findings to the school executive, staff and parent council.

Parents and community representatives participate in identifying areas of priority and developing plans via the School Council which meets twice a term. Interpreters allow the parents to discuss and communicate school planning in seven community languages.

Student ideas and feedback are included in the planning process through the Student Representative Council and the Tell Them From Me Survey. The school captains meet with the principal on a weekly basis to inform school planning and evaluation.

During school development days, the teaching and non-teaching staff develop strategies to meet the school strategic directions.

The school executive formulate school plans informed by internal and external data, consultative processes and the School Excellence Framework. Cabramatta High School sets high expectations for academic achievement, student growth, leadership, wellbeing and citizenship.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Innovative Learning

Purpose:

Students are our main concern and engage with a quality, innovative education which challenges them to achieve their personal best. Students become responsible and productive citizens prepared for a complex and dynamic world.

STRATEGIC DIRECTION 2 Quality Teaching

Purpose:

Create a culture of continued professional development which fosters expert practice, quality teaching and learning, resilience and well-being.

Teachers apply evidence-based approaches to address the diverse needs of the whole student.

STRATEGIC DIRECTION 3 Excellence In Leading

Purpose:

Leaders model instructional leadership and ensure a culture of high expectations and community engagement. Leaders strategically allocate school resources to improve student outcomes.

Strategic Direction 1: Innovative Learning

Purpose

Students are our main concern and engage with a quality, innovative education which challenges them to achieve their personal best. Students become responsible and productive citizens prepared for a complex and dynamic world.

Improvement Measures

- 80% of students show growth at or above state average in literacy in a variety of external and internal measures including NAPLAN and PAT testing.
- 80% of students show growth at or above state average in numeracy in a variety of external and internal measures including NAPLAN and PAT testing.
- Increase the number of students with a positive sense of belonging who value schooling outcomes and have high expectations for success, above state norms

People

Students

Students are critical thinkers, innovative and reflective learners and productive citizens. Students increase literacy and numeracy capabilities.

Staff

Teachers have the skills to implement literacy and numeracy strategies across the curriculum. Professional learning and data informs quality teaching practice.

Parents/Carers

Parents, guardians and school staff work collaboratively to enhance student holistic education and wellbeing.

Community Partners

Proactive and productive partnerships with the community support and enhance school programs.

Leaders

School leaders are committed to a culture of high expectations and collaboration with all stakeholders.

Processes

1. Literacy and Numeracy

- literacy lessons
- literacy coordinator
- numeracy teacher
- accelerated mathematics classes
- speech pathologist
- personalised learning programs

2. Quality Engagement, Learning and Student Wellbeing

- transition programs including primary links and helping hand
- after-school study centre
- aboriginal programs
- pasifica programs
- STEAM initiatives
- advanced learning classes
- top 20 program
- ABCN mentoring
- year 12 tutorials
- wellbeing programs
- VET courses

Evaluation Plan

- NAPLAN
- HSC
- PAT
- TTFM and student surveys
- Annual evaluation and review
- Assessment data

Practices and Products

Practices

- All faculties continue to develop high quality lessons embedding literacy and numeracy skills
- Innovative learning initiatives to provide opportunities for students to engage and excel
- Recognition of student participation and achievement
- Student PLPs and data inform teaching and learning practices

Products

80% of students show growth at or above state average in literacy .

80% of students show growth at or above state average in numeracy .

Increase the number of students achieving the highest three bands in NAPLAN

Increase the number of students achieving the highest two bands in HSC courses

Whole school STEAM learning initiatives

Increase the number of students involved in curriculum enhancement programs including academic, sporting, leadership, wellbeing, transition and community programs

Strategic Direction 2: Quality Teaching

Purpose	People	Processes	Practices and Products
<p>Create a culture of continued professional development which fosters expert practice, quality teaching and learning, resilience and well-being.</p> <p>Teachers apply evidence-based approaches to address the diverse needs of the whole student.</p>	<p>Students</p> <p>Continually identify and respond to cognitive, physical, social, emotional and spiritual needs of students</p> <p>Staff</p> <p>Executive professional learning</p> <p>Aspiring leaders to undertake leadership roles in the COS</p> <p>Leaders engage in explicit systems for collaboration and feedback to sustain quality teaching and learning.</p> <p>Student and staff well-being focus</p> <p>Leaders</p> <p>Staff integrate concepts of holistic education of individuals and groups of students through innovative practices.</p> <p>Professional engagement with continuum of learning, literacy and numeracy.</p> <p>Cyclic professional learning addressing identified needs of individual students and groups.</p> <p>Parents/Carers</p> <p>Develop a culture of effective communication to enhance parent engagement in and support of student learning.</p> <p>Community Partners</p>	<p>Teacher Professional Development</p> <p>Developing experts in innovative teaching practice</p> <p>Staff-led professional development</p> <p>Coaching and Mentoring</p> <p>Leadership</p> <p>Professional Development Framework and Accreditation</p> <p>Reformed 2IC Program implemented</p> <p>Develop and implement a staff wellbeing plan</p> <p>Formalise the Data Analysis and Student Engagement (DASE) Committee</p> <p>Literacy, Numeracy and STEAM</p> <p>Explicit teaching of literacy through timetabled literacy periods</p> <p>Numeracy teachers</p> <p>Faculty technology</p> <p>Evaluation Plan</p> <p>Cyclical classroom observation and feedback (Executive, peer and class walkthroughs)</p> <p>Teaching and learning programs monitored and evaluated</p> <p>Online PDP reviews and documentation</p>	<p>Practices</p> <p>Teachers regularly engage in differentiated professional learning programs that build their capacity to implement the Australian Professional Standards for Teachers</p> <p>Whole school approach to student and staff well being</p> <p>Student learning, assessment and well being data are collected, analysed and utilised to inform quality teaching and learning directions</p> <p>Mentoring and coaching programs developed and implemented to support teaching and learning practices</p> <p>Products</p> <p>100% of teaching staff have achieved their professional learning goals</p> <p>Classroom practice reflects individual student needs being addressed, including literacy, numeracy, differentiated teaching and learning programs, and student well being</p> <p>Explicit collaboration of expertise to develop and sustain professional practice through the professional learning network within the school and the community of schools</p> <p>Effective use of data to inform teaching and learning practices across the school</p>

Strategic Direction 2: Quality Teaching

People

Shared professional learning with COS
Formalised links for students and staff in COS.

Processes

Coaching and mentoring documentation
(time spent on direct coaching and mentoring)

Student data analysis and documentation

Annual scheduling of professional learning

Numeracy, Literacy and Wellbeing data
analysis, progress and evaluation

All negotiated PLPs addressed through
targeted interventions

Strategic Direction 3: Excellence In Leading

Purpose

Leaders model instructional leadership and ensure a culture of high expectations and community engagement. Leaders strategically allocate school resources to improve student outcomes.

Improvement Measures

Increase the number of community outreach programs.

Increased use of data to validate allocation of school resources to improve student outcomes.

30% of teachers have engaged in instructional leadership roles.

People

Students

Students demonstrate social conscience and take opportunities to actively contribute to the wider community

Staff

Staff embrace a high performance culture within the school and within the community.

Teachers demonstrate highly accomplished levels of leadership in educational delivery and developing other teachers

Parents/Carers

Parents are engaged in decision making and processes across the school.

Community Partners

Community partners contribute to school standing and student outcomes.

Community awareness and support of educational programs.

Leaders

Leaders maintain a focus on high performance with an emphasis on student progress and achievement with high quality service delivery.

Senior executive to develop strategies of instructional leadership across all curriculum areas.

Processes

Leadership programs.

Communication –parents and community.

Capacity development, highly accomplished and lead.

Professional development to meet curriculum changes.

Engagement with cultural diversity and advocacy.

Strengthening COS/outreach programs.

Innovative technology to support teaching and learning.

Evaluation Plan

Tell Them From Me survey data to show levels of connectivity and engagement.

Program evaluation data.

Random sample parent survey.

Event documentation and review of strategy.

Annual reviews of technology including traffic, capacity, auditing and application.

Professional Learning data analysis.

Practices and Products

Practices

Regular and scheduled cultural events.

Mentoring programs

Regular parent workshops on a range of agreed topics.

Parent communication enhanced by multi-modal effective methods of

Using data to drive effective practice, school improvement and management processes.

Embedded professional dialogue and observation and feedback.

Products

Programs to build capacity of all staff. Opportunities to develop leading learners to enhance instructional leadership.

Increase in the percentage of Community of Schools student enrolment at Cabramatta High School.

Increase in the percentage of students engaged in community outreach programs.

Increase in school community satisfaction.

Classroom teaching reflects instructional leadership impact informed by research based practices.