

# School plan 2018-2020

## Caringbah High School 8240



# School background 2018–2020

## School vision statement

To be a highly skilled, educated, vibrant and inclusive school, where all students achieve their potential, are successful learners, confident creative individuals, build social and economic prosperity, participate in activities that contribute to their wellbeing, and contribute as informed citizens to our society.

## School context

Caringbah High School 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 co-curricular 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 2018–2020.

The school Plan fosters the three domains of learning, teaching and leading as outlined in the NSW Education & Communities School Excellence Framework.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Independent and Inspired lifelong learners, engaged and challenged, resilient and resourceful.

### Purpose:

We will have high expectations for all gifted and talented students and focus on closing gaps in achievement. All our students will have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn, adapt and be responsible citizens. We will ensure that every student is known, valued and cared for in our school.

## STRATEGIC DIRECTION 2

High performing teachers, collaborative lifelong learners.

### Purpose:

Every teacher and every leader will improve every year. We will develop our teachers and leaders in education and increase their capacity to deliver our outcomes as teacher quality is essential to the success of our students. We will monitor and enhance staff wellbeing at our school.

## STRATEGIC DIRECTION 3

A high performing school, organisational excellence, future focussed for learning and teaching.

### Purpose:

We will innovate and undertake continual improvement to respond to the changing needs of the school community and provide infrastructure to meet the needs of future focussed learning and teaching. We will form strong partnerships with others including parents and families, industry, and other education providers. We will be open and accountable in both our day-to-day business and strategic outcomes. We will build on the community spirit at Caringbah High School by promoting strong social partnerships.

# Strategic Direction 1: Independent and Inspired lifelong learners, engaged and challenged, resilient and resourceful.

## Purpose

We will have high expectations for all gifted and talented students and focus on closing gaps in achievement. All our students will have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn, adapt and be responsible citizens. We will ensure that every student is known, valued and cared for in our school.

## Improvement Measures

- increase the percentage of students to reach the top two bands in NAPLAN for literacy and numeracy
- embedded whole school approach to formative assessment
- increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school

## People

### Students

Provide timely respectful and meaningful feedback to the school on their learning experiences.

### Staff

Design, implement and share quality teaching, learning and assessment practices developed through collaborative professional learning.

### Parents/Carers

Collaboratively plan with school to accurately identify skills, strengths and needs for all students.

### Community Partners

Contribute to individual and collective wellbeing through strong communication networks within and across government and non-government partners.

### Leaders

Adopt a collaborative approach to enhance the teaching, learning and wellbeing of gifted and talented students.

## Processes

### Gifted & Talented Learner Project

Implement a whole school approach to quality assessment and syllabus implementation that differentiates with high expectations, is future focussed and meets the needs of gifted and talented students.

### Positive Student Wellbeing Project

Align student wellbeing with NSW DoE Student Wellbeing Framework for schools so that our students connect, thrive and succeed

## Evaluation Plan

Progress toward improvement measures will be evaluated through:

- NESA Syllabuses
- Teacher, parent & student TTFM surveys
- Year 12 Exit survey
- RAP data
- SMART data
- SCOUT data
- Classroom observation data
- Teaching and learning programs

## Practices and Products

### Practices

Teachers will address individual student needs, ensuring that all students are challenged in literacy and numeracy.

Teachers use systemic and reliable assessment information to evaluate student learning over time and implement changes over time that lead to measurable improvement.

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.

### Products

Teaching and learning programs are dynamic, show evidence of revision based on feedback on teaching practices, learning and assessment and continuous tracking of student achievement.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

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.

# Strategic Direction 2: High performing teachers, collaborative lifelong learners.

## Purpose

Every teacher and every leader will improve every year. We will develop our teachers and leaders in education and increase their capacity to deliver our outcomes as teacher quality is essential to the success of our students. We will monitor and enhance staff wellbeing at our school.

## Improvement Measures

Key quantitative and qualitative measures will include, where relevant:

- Increased understanding of, and engagement with the Australian Professional Standards for Teachers
- Improved staff engagement results in the People Matter Employee Survey

## People

### Students

Develop an understanding of quality teaching practice.

### Staff

Engage all staff in professional development that is, relevant, future focussed and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.

### Parents/Carers

Develop an understanding of quality teaching practice.

### Community Partners

Share evidence-based knowledge of quality teaching practice.

### Leaders

The school executive adopts a coordinated approach to enhancing teaching using the Australian Professional Standards for Teachers.

## Processes

### Teacher Professional Growth & Practice Project

Draw on research to develop and implement high quality teaching and learning practices.

### Teacher Wellbeing Project

Bring staff together within a collaborative and supportive framework to explore and overcome some of the challenges associated with operating in the contemporary school environment.

## Evaluation Plan

All data will be analysed collaboratively:

- What Works Best Reflection Guide
- Teacher, parent & Student TTFM survey data
- Meeting minutes
- Teaching programs
- Classroom observation data
- Teacher PDPs

## Practices and Products

### Practices

All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

### Products

Streamlined processes and structures to provide support for teachers' Professional Development Plans with a coordinated whole school approach to developing professional practice, informed by research.

The school has formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.

A positive culture is evident and widespread among staff to ensure optimum conditions for teaching, learning, and work life balance.

# Strategic Direction 3: A high performing school, organisational excellence, future focussed for learning and teaching.

## Purpose

We will innovate and undertake continual improvement to respond to the changing needs of the school community and provide infrastructure to meet the needs of future focussed learning and teaching. We will form strong partnerships with others including parents and families, industry, and other education providers. We will be open and accountable in both our day-to-day business and strategic outcomes. We will build on the community spirit at Caringbah High School by promoting strong social partnerships.

## Improvement Measures

Key quantitative and qualitative measures will include, where relevant:

- All staff will develop skills in the use of Sentral and LMBR to improve administration, communication and learning
- Increase parent engagement within the school
- The quality of new and upgraded school facilities, accommodate a variety of teaching and learning practices

## People

### Students

Build skills to in the use of Sentral portal, and other learning platforms such as Moodle, Oliver, Office 365.

### Staff

Build skills to in the use of Sentral portal, and other learning platforms such as Moodle, Oliver, Office 365.

### Parents/Carers

Build skills to proficiently use Sentral parent portal.

### Community Partners

Develop an understanding of and value school engagement and future-focussed learning.

### Leaders

School executive adopts a coordinated approach to technology where all staff, students and parents use a more consistent approach across the school.

## Processes

### Collaborative Community Project

Create 'communities of practice' and networks that assume shared responsibility for promoting individual and collective practice for the ongoing growth and development of the school and the system.

### School Infrastructure Project

Create an infrastructure to meet the needs of a changing world and enable future-focussed learning, teaching and administration.

## Evaluation Plan

All data will be analysed collaboratively:

- Teacher, parent & student TTFM
- Meeting minutes

## Practices and Products

### Practices

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.

The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.

The school uses best practice to meet the needs of students and evaluates the effectiveness of the learning environment.

Staff use technology and future-focussed pedagogies to enhance learning for the gifted and talented student.

### Products

The school measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.