

School plan 2018-2020

Central Sydney Intensive English High School 8288



School background 2018–2020

School vision statement

Central Sydney Intensive English High School (formerly known as Cleveland Street Intensive English High School) welcomes newly arrived permanent and long-term temporary resident students as they embark upon their educational journey in their new country. This supportive and diverse learning community is committed to building student resilience, knowledge and creativity so that they may achieve their full potential as futures focused learners and contributors to Australian society.

School context

Central Sydney Intensive English High School provides innovative English language, orientation, wellbeing, settlement and high school preparation programs to secondary aged, newly arrived students requiring intensive English as an Additional Language tuition.

The school's quality intensive English curriculum is referenced to NESA syllabus outcomes and the Intensive English Program Curriculum Framework. The transition to high school, Technical and Further Education and school to work programs are taught by highly skilled and specialist English as an Additional Language teachers.

Students learn in age, stage-based, level of English language proficiency classes with senior students participating in Year 11 language-based elective courses. Intermediate and Transition level students learn in project-based learning environments. Students are supported in their development as community members, performers and leaders through extra-curricular activities, including the Student Representative Council.

A specialist school counsellor, careers adviser, librarian, wellbeing team, school learning support officers—ethnic and other agencies support students and families in their settlement.

School planning process


This plan was developed in consultation with the school community and through a review of the progress of achievements in the 2015–2017 School Plan and self-assessment using the School Excellence Framework. The school community has committed to the following three strategic directions for 2018–2020:

- Highly engaged new arrivals students who are successful in their learning and settlement.
- Ongoing application of high expectations and quality teaching practices and leadership development across all programs.
- Strengthened partnerships with parent, other agencies and learning communities.

In 2018 the school will move to a new, futures designed school in Mitchell Road, Alexandria.

In 2019 a new chapter begins as Central Sydney Intensive English High School establishes new practices and continues to develop innovative learning programs in its new location.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Successful New Arrivals
Learners

Purpose:

To have a whole school approach ensuring all students participate successfully in their intensive English language, literacy, numeracy, high school preparation and settlement programs to be skilled, independent learners with clearly articulated educational goals.



**STRATEGIC
DIRECTION 2**
Quality Teaching and
Leadership

Purpose:

To provide a quality learning environment for new arrivals students. Teachers are involved in research, cross curriculum collaboration, data analysis and professional learning to continually reflect and innovate their classroom practice to build capacity and leadership density for whole-school improvement.



**STRATEGIC
DIRECTION 3**
Building Community
Connections

Purpose:

Upon relocation at our new school site in 2019 to establish new community links and further enhance student learning and settlement by expanding communication strategies to improve and strengthen connections with our newly arrived parents and carers, learning communities, support agencies and business partners.

Strategic Direction 1: Successful New Arrivals Learners

Purpose

To have a whole school approach ensuring all students participate successfully in their intensive English language, literacy, numeracy, high school preparation and settlement programs to be skilled, independent learners with clearly articulated educational goals.

Improvement Measures

- Student survey responses indicate high level of engagement in learning and settlement experiences.
- Assessment of student progress shows improved English language acquisition and confidence in participation in futures focused learning.

People

Students

Flourish and develop as confident, self-directed English language learners in futures focused learning environments.

Staff

Teachers

Commit to ongoing professional development and collaboration to support innovation in the delivery of quality new arrivals high school preparation programs.

Staff

School Learning Support Officers–Ethnic

Participate in professional learning to ensure currency in skills and program knowledge to successfully support student learning.

Parents/Carers

Understand and engage in learning initiatives to support their child's learning and growth as confident, independent learners.

Leaders

Use student progress, individual enjoyment of learning indicators and achievement data to inform key decisions such as resourcing, staffing and continues support of innovative programs and initiatives.

Processes

1.1 Students develop independent learning and second language acquisition skills through the continuous improvement, and ongoing development our new arrivals intensive English teaching and learning programs incorporating computer assisted learning, personalised learning and criteria-referenced and formative assessment.

1.2 Students develop futures focused skills including critical and creative thinking and collaborative skills through project-based learning experiences in varied contexts across the curriculum.

Evaluation Plan

Progress on achievement of Strategy 1 will be monitored across the curriculum area milestones each term with final evaluation occurring annually through review of outcomes using the School Excellence Framework.

Practices and Products

Practices

1.1 Through ongoing learner-focused professional development all teachers engage in continuous action-research to ensure high quality, relevant and research-informed English as an Additional Language practice is embedded in all teaching and learning programs, assessment and evaluation to ensure successful student learning outcomes.

1.2 New arrivals students' orientation to and participation in English language acquisition and learning in their new country ensures that they are engaged and futures focused learners.

Products

1.1 All teaching and learning programs reflect syllabus currency and evidence-based teaching strategies optimising student learning across a flexible repertoire of explicit and dynamic learning, assessment and evaluation strategies.

1.2 All students upon transition demonstrate improved second language acquisition outcomes in conjunction with developing futures focused learning skills.

Strategic Direction 2: Quality Teaching and Leadership

Purpose

To provide a quality learning environment for new arrivals students. Teachers are involved in research, cross curriculum collaboration, data analysis and professional learning to continually reflect and innovate their classroom practice to build capacity and leadership density for whole-school improvement.

Improvement Measures

- All teachers demonstrate currency of EAL pedagogy, syllabus content, knowledge and evidence-based, future-focused practices.
- All teachers and leaders have used the Australian Professional Standards and Professional Development Plans to identify and monitor specific areas for development or continual improvement.
- All School Learning Support Officers and School Administration Support Staff have professional learning plans.

People

Students

Engage in changed learning environment, be skilled and confident in new learning strategies and successfully acquire English as an Additional Language.

Staff

Teachers

Engage in professional learning and work collaboratively to maximise currency of teaching and learning programs and practices.

Staff

School Learning Support Officers–Ethnic

Develop professional learning plans that reflect continuous development of knowledge in and understanding of the curriculum they support delivery of in the classroom.

Parents/Carers

Will have an understanding of what and how their children are learning and receive regular information of their progress.

Leaders

Ensure instructional leadership supports the ongoing development of staff capacity.

Processes

2.1 Teachers are skilled and supported across a range of professional learning experiences in the development of high quality teaching and learning programs which include project-based learning, criteria-referenced assessment, referenced NESA syllabus outcomes and formative assessment.

2.2 Build staff capacity in the delivery of futures focused learning using research and data informed processes, and through a continuum of support and collegial leadership structures in cross-curricula professional learning teams.

2.3 Provision of professional learning to support teacher accreditation, maintenance and leadership.

Evaluation Plan

Progress on achievement of Strategy 2 will be monitored across staff professional activity milestones each term with final evaluation occurring annually through review of achievements using the School Excellence Framework.

Practices and Products

Practices

2.1 The school's curriculum provision and evidence-based teaching practices provide a high expectations quality teaching framework within which all students develop their English language skills and are successfully orientated to learning and settling in Australia.

2.2. A culture of collegial leadership and collaborative professional learning that builds the capacity of all staff.

2.3 The professional learning program supports teachers' accreditation and maintenance.

Products

2.1 Through professional learning and in collaborative teams teachers develop, implement and evaluate teaching and learning and programs to ensure student success in learning and settlement.

2.2 Professional learning team meetings are structured to support cultural change and ensure development of capacity of all staff.

2.3 School professional learning is scheduled and registered through MyPL where appropriate. Teachers understand their responsibility for maintaining their accreditation with NESA.

Strategic Direction 3: Building Community Connections

Purpose

Upon relocation at our new school site in 2019 to establish new community links and further enhance student learning and settlement by expanding communication strategies to improve and strengthen connections with our newly arrived parents and carers, learning communities, support agencies and business partners.

Improvement Measures

- Student, staff, parent and community partner surveys indicate that they have increased information from, connection and satisfaction with the school.
- New community links identified and connections made.

People

Students

Experiences support their confidence to participate successfully in their school community and other provider activities.

Staff

Work collaboratively to consult and build parent community relationships to enhance student settlement and learning.

Parents/Carers

Have increased knowledge and opportunity to support their students and the school in student learning and wellbeing programs.

Community Partners

contacted and involved in developing a range of support programs and opportunities.

Leaders

Initiate and support specific and whole school programs to enhance the learning, wellbeing, settlement and orientation experiences of our students and families.

Processes

3.1 Enhance communication with newly arrived parents and carers through an expanded range of communication strategies.

3.2 Build, expand and enhance connections with local schools, organisations and businesses to increase opportunities for students.

3.3 Implement strategies to communicate effectively to the broader community the learning opportunities and settlement support offered at our new school in its new location.

Evaluation Plan

Progress on achievement of Strategy 3 will be monitored across community engagement milestones each term with final evaluation occurring annually through review of activities using the School Excellence Framework.

Practices and Products

Practices

3.1 Strategies in place which facilitate the timely sharing of information amongst teachers about students to support students learning, leading to earlier communication and engagement with parents to improve understanding of student learning and shared strategies to strengthen student outcomes.

3.2 The school engages in strong collaborations with a range of organisations within the broader community which increases opportunities for our students by providing them with knowledge and skills for thriving into the future.

3.3 The school, upon relocation communicates effectively its quality education student wellbeing program to the broader community.

Products

3.1 Planned and proactive engagement with parents to facilitate partnerships involving a shared sense of responsibility for student engagement, learning, development and success.

3.2 School has strong connections with the broader community which enhances student settlement and learning outcomes to ensure continuity of learning and wellbeing for all students at transition points.

3.3 A newly built intensive English high school that offers quality educational and social opportunities which are recognised and valued by the broader community.