

School plan 2018-2020

Cranebrook High School 8580



School background 2018–2020

School vision statement

Cranebrook High School strives to meet the Future through Caring and Learning. School values are articulated as part of the school's THINK program and include Respect, Responsibility and Learning. The school is dedicated to achieving:

- School-wide improvement. Every student, every teacher and every leader will improve every year.
- High Expectations. A culture of high expectations for our students and staff sets high standards, which leads to improved student learning outcomes
- Personalised Student Learning. By teaching to the strengths and needs of each individual, students will be better able to reach and exceed their potential.
- Wellbeing. Every student will be known, cared for and respected.
- Community Connections. Parents and carers are our partners in the education and wellbeing of each student. Partnerships with local businesses and community groups create opportunities for our students to contribute and thrive in our society.

School context

Cranebrook High School is a comprehensive co-educational high school servicing a diverse community in Western Sydney with a current enrolment of 805 students, 16% of the school population identifies as Aboriginal and Torres Strait Islander, and 5% NESB, and a staff of 85 teachers and support staff. CHS has a large Support Faculty catering for 65 students with diverse disabilities, and focuses on social and learning inclusivity. The school has a dynamic student leadership group that contributes significantly to the wider school community.

CHS has very strong and engaging programs in all areas of the curriculum. The school has developed strong links with local community groups in order to support and improve student learning and engagement. The teaching and support staff at CHS is also diverse in terms of experience. CHS engages with a number of external organisations in a bid to overcome the equity gap that exists in the community and improve educational outcomes and post school options for all students. CHS also has strong links with UWS, including an accelerated Agriculture program. CHS is part of the Penrith Education Alliance of schools and the Cranebrook Learning Community.

School planning process

A School Excellence Team which includes members of the Cranebrook High School community meet twice a term to contribute to school planning, evaluation and implementation. At the last School Excellence Team meeting more than one third of the staff participated. The Student Representative Council is active and informed and provides feedback on many school initiatives. The Cranebrook High School P&C meet regularly and contribute ideas and feedback to school progress and planning.

The staff participate in a number of school-wide teams which contribute to school planning, implementation of programs and evaluation.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning

Purpose:

A focus on Excellence in Learning will result in a range of positive outcomes for students. Having high expectations around student engagement and differentiation for all students in all lessons is important in meeting the learning and wellbeing needs of students at all levels. Wellbeing structures and supports for students will result in increased engagement across the curriculum. Using the language and practices of a positive education school will allow students and staff to work together effectively, leading to a harmonious and positive school culture.

STRATEGIC DIRECTION 2 Teaching

Purpose:

A high performing teaching staff with a focus on continuous improvement and sharing of practice in the areas of student assessment and feedback, explicit teaching of literacy and numeracy and classroom management will lead to improved student learning outcomes and opportunities for students.

STRATEGIC DIRECTION 3 Leading

Purpose:

The executive team model instructional leadership and support a culture of high expectations, continuous improvement and evidence based teaching and learning. The needs of all students are met as a result of an intense focus on these practices.

Strategic Direction 1: Learning

Purpose

A focus on Excellence in Learning will result in a range of positive outcomes for students. Having high expectations around student engagement and differentiation for all students in all lessons is important in meeting the learning and wellbeing needs of students at all levels. Wellbeing structures and supports for students will result in increased engagement across the curriculum. Using the language and practices of a positive education school will allow students and staff to work together effectively, leading to a harmonious and positive school culture.

Improvement Measures

Increase overall school attendance by 3%

Decrease daily student lateness to school by 10%.

Increase in positive referrals, merits, Deputy Principal and Principal awards by 10%.

Reduce the number of N-Award Warnings Letters issued in the senior school by 10%. Increase the number of N Award Warnings being redeemed by students by

People

Students

Students will be taught the language and practices of being in a positive education school during explicit lessons and regular seminars at year group level.

Students will know the school's wellbeing systems and procedures, and will supported as a result.

Staff

Staff will develop a clear knowledge and understanding of the language and expectations of a positive education school and apply this knowledge and understanding in the classroom.

Staff will collaboratively develop and implement Wellbeing structures and procedures to ensure that all students are known, cared for and valued.

Staff will further develop sounds knowledge and practice around differentiation for all students.

Parents/Carers

Parents/Carers will have knowledge and understanding of school processes around positive education and an understanding of school wellbeing structures and procedures.

Community Partners

Will be able to contribute to the positive culture of the school as programs and activities are implemented.

Leaders

Processes

Wellbeing Structures

Every student will be known, cared for and respected. Wellbeing structures and practices that support learning are explicit, integrated and effective. These clearly understood and collaboratively developed structures and practices will support all members of the school community. Positive Education values and practices underpin the school's wellbeing structures. Processes around student attendance, merit and recognition, school uniform, behaviour and high expectations support students to be engaged in all lessons.

Differentiation

Differentiation of curriculum delivery occurs in all classrooms. Teaching and learning programs show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and have learning needs met.

Curriculum

Curriculum supports high expectations for learning and allows all students to demonstrate development of skills and knowledge.

Evaluation Plan

Monitoring of attendance data including lateness and truancy.

Monitoring of Learning Support Team data to evaluate support structures and the effectiveness of teaching programs in engaging students at all levels and with all needs.

Practices and Products

Practices

The school operates as positive education school with students and staff using positive education strategies including the Growth Mindset in everyday practice.

Working relationships across the school are productive and positive within a positive and supportive school culture.

Products

Students are increasingly engaged and learning outcomes are improved as result of teachers and staff differentiating class activities in all lessons. A culture of high expectations and continuous improvement is developed and maintained.

Increased numbers of students completing the HSC and all students engaging with a diverse range of pathways to lifelong learning, including the number of student eligible for an ATAR.

The school community operates within a set of clearly understood wellbeing practices and procedures. A positive and highly supportive school climate is created. All members of the school community feel supported and valued.

The school's curriculum has pathways and structures to support all students. Selective classes, literacy support classes, elective classes and senior classes are formed, operate and are evaluated regularly. Subject selection procedures and evaluated and align to the school goals.

Strategic Direction 1: Learning

People

Leaders will regularly communicate school vision and goals through explaining and evaluating the wellbeing, differentiation and curriculum goals and improvement measures.

Processes

Ongoing review and monitoring of NCCD process allows teachers to demonstrate differentiation in every classroom.

Evaluation of the Tell Them From Me Survey.

Monitoring of behaviour referral and positive referral data.

Monitoring and review of curriculum provision will occur as part of the subject selection and curriculum formation processes.

Strategic Direction 2: Teaching

Purpose

A high performing teaching staff with a focus on continuous improvement and sharing of practice in the areas of student assessment and feedback, explicit teaching of literacy and numeracy and classroom management will lead to improved student learning outcomes and opportunities for students.

Improvement Measures

Increase in the proportion of students in the top two NAPLAN bands by 8%.

Increase in the number of HSC students attaining an ATAR and gaining acceptance in tertiary study by 5% per year.

Increase in the number of students attaining a band 5 or 6 in HSC courses by 3% each year.

People

Students

Students will develop effective learning skills to build improvements in individual learning outcomes. Students are provided with increased support through structured and regular feedback.

Students at all levels are provided with explicit activities and instruction around literacy and numeracy.

Students have clear and consistent classroom expectations applied in all lessons.

Staff

Staff apply clear and consistent classroom management expectations for students at all levels in all lessons.

Explicit, strategically planned professional development that is shaped by research, evidence based and develops the capability of staff as learners, teachers and leaders is provided for staff. Staff are provided with professional development around student feedback and explicit teaching of literacy and numeracy. Structures are in place to allow teachers to share and model effective practice.

Parents/Carers

Parents/carers are provided with information around school processes regarding student feedback, literacy and numeracy teaching and classroom expectations.

Parents/carers are informed about the best ways to assist students develop literacy

Processes

Student Feedback

Systematic feedback in all teaching areas supports a whole school assessment strategy, ensuring all students have a clear understanding of how to improve. Systems and professional development support teachers' consistent, evidence-based judgement of assessments.

Explicit Teaching

Explicit teaching – all teachers have literacy and/or numeracy expertise and are able to deliver literacy and numeracy strategies to all levels of achievement.

Classroom Learning Culture

Classroom learning culture: all classrooms and learning spaces are well managed within a consistent, school-wide approach. All students are engaged in a productive learning environment based on the Growth Mindset.

Evaluation Plan

Whole school evaluation of NAPLAN data to identify student growth in literacy and numeracy.

Monitoring and review of teaching programs to evaluate effectiveness in engaging all students in literacy, numeracy and wellbeing.

Feedback strategies are regularly monitored and evaluated through curriculum and management and practices reviews.

Practices and Products

Practices

Teaching and learning programs shows evidence of that they are adjusted to address individual student needs.

All faculties have a professional development component in faculty meetings.

Products

Increase the valued added performance for all students in external testing.

Increase the number of students performing at or above the national minimum standard for literacy and numeracy.

Continual student growth is evident through school based data and consistent feedback on assessment processes.

Development of all year 7 to 12 assessment schedules and feedback procedures.

Strategic Direction 2: Teaching

People

and numeracy skills through a structured homework and assessment schedule.

Parents/carers will have the opportunity to engage with teaching staff to discuss teaching and learning and individual student attainment of knowledge and skills.

Leaders

Leaders across the school ensure that professional development opportunities are created for all staff to share their expertise in student feedback, explicit teaching of literacy and numeracy and creating a positive classroom learning culture.

Community Partners

Partnerships are built with community, business and educational organisations to enhance teaching, learning, student engagement, and opportunities for effective transition.

Strategic Direction 3: Leading

Purpose

The executive team model instructional leadership and support a culture of high expectations, continuous improvement and evidence based teaching and learning. The needs of all students are met as a result of an intense focus on these practices.

Improvement Measures

Recruit, develop and retain high quality teachers in our classrooms.

Effective evidence based teaching and learning practices are modelled across the school with 5% of teaching staff completing the higher stages of NESA Accreditation.

Two comprehensive reviews of education and management practice and curriculum conducted each year.

People

Students

Every student's needs are catered for in every classroom. A supportive learning culture ensures that students are increasingly engaged at school. A culture of high expectations exists for students and is maintained by all staff.

Staff

Staff have high expectations of their students and understand the complexity of student needs in a low-socio economic environment. Staff believe that all students can achieve and access the curriculum and staff have the expertise and support in order to engage students.

Parents/Carers

Parents and carers are aware of the school's focus around explicit teaching and learning in literacy and numeracy and are provided with information and strategies to support the progress with their children.

Community Partners

Community partners work with school staff as we strive to fulfil the school plan together. The school ensures that partnerships with community organisations and businesses work to positively impact students.

Leaders

Leaders work with school teams to ensure all staff are actively seeking to improve and develop practice. School leaders equip themselves with the necessary knowledge and skills to develop staff across the

Processes

Instructional Leadership

Set and maintain a culture of high expectations. A professional learning community within the school is focussed on continuous improvement of teaching and learning. Develop and maintain a culture of strong instructional leadership. Effective reflection and evidence based teaching and learning that aims to enrich learning experiences and enhance student outcomes

Community Engagement

The school community recognises the school as excellent and responsive. The community is engaged in meaningful two-way communication and authentic collaboration resulting in a meaningful and sustained partnership that caters for the range of equity and learning needs in the school.

Culture of best practice

All staff proactively seek to improve, monitor and share their performance. Collaborative performance development and efforts to monitor performance occur regularly. All teachers use professional standards and PDPs to identify and monitor specific areas for development and continual improvement. The accreditation status of all staff is monitored and staff are encouraged to pursue the higher levels of accreditation.

Evaluation Plan

Regular and ongoing evaluation of the professional learning plan and professional learning activities by the Professional

Practices and Products

Practices

All staff to complete Performance and Development Plans, identifying personalised professional development to directly reflect the school's strategic directions.

The Professional Learning Team determines areas for professional development to enhance pedagogical practice and build teacher quality. Teachers and leaders are engaged in teaching and leadership practice and professional learning networks that are purposeful and inclusive.

Products

The School Excellence Team establishes and monitors an evaluation timetable to facilitate improved pedagogical practice in Teaching and Learning programs and assessment practices.

The school engages effectively with the school community through information events, positive publicity, regular and effective communication and building purposeful and targeted partnerships with community organisations.

Strategic Direction 3: Leading

People

school.

Processes

Learning Team.

Two comprehensive reviews of education and management practice and curriculum conducted each year.

Executive staff feel increasingly confident in leading the school in instructional practices. Executive staff regularly review various data sources and share findings. Increasing participation in this process at all levels in the school.

Community confirms its confidence in the school through the Tell Them From Me Survey, and by strong participation in formal celebrations of student achievement, information and interview evenings, NAIDOC dinner and the Cranebrook Performance Dinner.