

Strategic Improvement Plan 2021-2025

Carlingford High School 8447



School vision and context

School vision statement

At Carlingford High School, our school community is committed to 'developing considerate, responsible people who can learn and act independently to achieve personal excellence.' Our aim is that every student and every teacher is challenged and supported to continue to learn and improve each year. Following a rigorous strategic analysis, our focus is on the development of high quality program development and delivery, based on evidenced driven approaches and effective wellbeing strategies which supports the development of the whole child.

School context

Carlingford High School is a large, successful, comprehensive, coeducational high school. The school enjoys strong parent and community support and prides itself on providing a quality education across all areas of school life.

With a large student population (1440) comprising 81% from a non-English speaking background, Carlingford has a clear focus on meeting the needs of students from diverse backgrounds. In support of this, the school employs Community Liaison Officers for both the Chinese and Korean communities. The school has a structured and supportive welfare system designed to ensure a safe, well-disciplined learning environment where positive behaviour and high expectations for participation and learning are expected and maintained. Our school has a core set of values based on Cooperation, Achievement, Respect, Learning and Ownership. We refer to these as the 'CARLO way.'

Our focus is on the promotion of an engaging and innovative learning environment where students want to learn and give their best. Current Improvement measures are based on system mandated targets and identified areas from our situational analysis. There are well established structures and strategies to support student learning and to ensure each student reaches their full potential. The school is committed to continually improving classroom practice and in maintaining high expectations for both staff and students. The school aims to develop within each of its students the skills, knowledge, attitudes and values necessary to participate confidently and positively in society.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student results in Department mandated areas and to build on academic success, we will further develop and implement targeted whole school and faculty strategies.

Improvement measures

Reading growth

Achieve by year: 2023

Reading Growth

An increase in Check-in Assessment mean scaled score for reading in Year 7 and Year 9 for 2023 compared with Year 7 and Year 9 2022.

Numeracy growth

Achieve by year: 2023

Numeracy Growth

An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and Year 9 for 2023 compared with Year 7 and Year 9 2022.

HSC achievement - top 2 bands

Achieve by year: 2023

HSC

Increase the percentage of HSC course results in the top two bands to be above the school's lower bound system-negotiated target of 60.9%

Initiatives

Improved reading and numeracy growth years 7-9

- **All Y7-10 teaching and learning programs** incorporate quality feedback, assessment and explicit skills development.
- **Develop and implement targeted numeracy lessons** with a specific focus on NAPLAN preparation for maximising success in Year 9.
- **Literacy initiatives embedded in newly renovated programs**

-Check in assessments to inform targeted teaching practice and intervention strategies for students at risk of falling behind. Renovated programs include literacy strategies.

- Targeted literacy lessons in Stage 4 and 5 English - NAPLAN writing and Minimum Standards writing.

- **Teacher professional learning in:-**

- Identification and use of diagnostic data (NAPLAN, Check in assessment and school based assessment) to individualise T&L through differentiation and evidence based teaching strategies.

- Critical literacy and academic writing, subject specific writing strategies (TEEL, PEEL)

- Effective feedback strategies to improve student writing.

HSC top 2 bands improvement initiative

- **Stage 6 literacy in context**

- Faculty specific literacy strategies developed and implemented to support growth in whole school literacy and improve student writing at HSC level.

- Development of Stage 6 writing resource to support growth in student writing through goal setting and personal bests.

- **Stage 6 teaching and learning programs** incorporate quality feedback, assessment and explicit skills development.

Success criteria for this strategic direction

- There is demonstrated commitment within the school community that all students make learning progress.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Improvements in student growth, reading and numeracy - year 7 to 9 2023. Check in data used.
- Renovation of T&L programs aligned to evidenced based strategies in *What Works Best*. Teacher efficacy evident in provision of formative assessment and feedback strategies and in explicit skills development. Trend improvements in data based on external test results.

Evaluation plan for this strategic direction

- Year 9 NAPLAN results in Numeracy, reading and writing will be analysed each year by the executive team using SCOUT and internal data to identify the success of key initiatives.
- HSC top 2 band results will be analysed each year by the executive team using SCOUT , RAP and internal data sources to identify the success of key initiatives.
- Analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide ongoing improvement of student outcomes.

Strategic Direction 1: Student growth and attainment

Initiatives

- **Targeted Year 12 seminar** on HSC moderation, expectations, support and HSC keys to success.

- **Teacher professional learning in:-**

-Identification and use of diagnostic data(NAPLAN, RAP and school based assessment) to individualize T&L through differentiation and quality teaching strategies

- Critical literacy and academic writing, subject specific writing strategies (TEEL, PEEL)

- Formative assessment strategies to improve student learning outcomes through differentiated teaching that promotes individualized learning

- Effective feedback strategies to improve student learning outcomes through student self-efficacy with teacher feedback

Strategic Direction 2: Student wellbeing and engagement

Purpose

In order to maximise student outcomes in the fullest sense, school wide, evidence based practices are developed and implemented where every student is known, valued and cared for. Students feel they are connected and engaged with school and school programs which support their personal, social and learning needs.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance

Improvement in the percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 90.5%

Well-being measures

Achieve by year: 2025

Well-being measures: The school will continue to employ strategies which aim to achieve between 75.0% and 80.0% of students identifying positive wellbeing based on the Tell Them from Me surveys.

Initiatives

Improved attendance

- **Review whole school attendance processes and procedures** to ensure consistency and build collective responsibility for improved student attendance.
- **Improved roll call protocols** to follow up on student absences.
- **Expanded roles of Student Support Officer and Year Advisers** to support HT Welfare in attendance monitoring including partial absences and late attendance

Improved student wellbeing

- **Revised whole school wellbeing plan** identifies evidence based sustainable practices which can be implemented across each year group relevant to a students' stage of personal, social and learning need.
- **Revise whole school Student Wellbeing and Discipline policy** with the overarching aim to support effective classroom management and promote positive, respectful relationships across the school.
- **Teacher Professional Learning on:**

-Revised School Welfare and Discipline Policy promoting positive and respectful relationships

- Evidence based teaching strategies to inform effective teaching practice and address individual student learning needs.

- Raising awareness and understanding of Aboriginal and Torres Strait Islander history and culture.

Success criteria for this strategic direction

- 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.
- Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.
- 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.
- All staff complete PL on Aboriginal Cultural Education.
- Updated School Wellbeing and Discipline Policy (aligned to any new *DoE Behaviour Strategy*) and underpins school wide collective responsibility for improved student learning and success.

Evaluation plan for this strategic direction

- Attendance rates are regularly monitored and analysed by the executive team each term.
- TTFM survey data analysed in determining improvements in students perceptions of wellbeing. Internal data will also inform success.
- Evaluations of staff reflect an improved understanding of Aboriginal culture and history.
- Improvement in student attendance is supported through analysis of consistency of processes and procedures which minimize impact of student absences on learning outcomes.
- Analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide ongoing improvement of student outcomes.

Strategic Direction 3: Quality teaching and learning

Purpose

Consolidation, development and enhancement of the capacity of every teacher to plan for and deliver effective, evidence based teaching programs and pedagogies which will maximise the likelihood of enhancing student learning outcomes.

Improvement measures

PROGRAM RENOVATION

Achieve by year: 2025

PROGRAM RENOVATION

Every teaching and learning program in the school 7-12 clearly embeds explicit skill development, differentiated teaching and learning activities and effective feedback points which are backward mapped to high quality assessment.

HIGH QUALITY TEACHING PRACTICE

Achieve by year: 2025

HIGH QUALITY TEACHING PRACTICE

An improvement in the element of Effective Classroom Practice to the level of excelling as measured by the School Excellence Framework.

Initiatives

7-12 Program renovation

- **The school completes its program renovation process for all 7-10 teaching programs.**
- **Staff engage with PL on Aboriginal Cultural Education.** History faculty review Stage 4 and 5 programs in terms of units related to education about Aboriginal Australia. SDD has Aboriginal Education as a focus.

Strengthening High Quality Teaching Practice

- **Teacher professional learning in:**
 - *'What Works Best'* document strategically developing an improved understanding of the benefits and execution of effective evidence based pedagogies.
 - Feedback strategies with emphasis on building student efficacy are embedded in renovated programs.
 - Student goal setting is explicitly taught to students.
 - Formative assessment strategies are embedded in renovated programs to inform teaching practice and addresses individual student learning needs.

Success criteria for this strategic direction

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment.
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed.
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.
- Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- Staff have completed PL on Aboriginal Cultural Education. History faculty review and update units relevant to quality education about Aboriginal Australia.

Evaluation plan for this strategic direction

- Analysis of data to determine the impact of what works best strategies and to guide both ongoing implementation as well as future school planning in feedback, formative assessment and goal setting.
- Audit on quality of renovated units relevant to Aboriginal Australia.
- Audit on numbers of staff who have completed PL on Aboriginal Cultural Education.