School plan 2015 – 2017

Carlingford High School 8447  (revised for 2016)
## School vision statement

**Our school vision is ‘To develop considerate, responsible people who can learn and act independently to achieve personal excellence’**

**In valuing our students we:-**
- Genuinely care for their well being
- Consistently challenge students to give their personal best
- Always treat students fairly and with respect
- Aim to provide experiences that engage, motivate and maximise their learning
- See each student as an individual with particular learning needs

**In valuing our staff we:-**
- Work to ensure each teacher feels a sense of worth and belonging
- Aim to support each other in our daily work and responsibilities
- Believe in the importance of working and contributing as part of a cohesive team
- Recognise the expertise and skills of our colleagues
- Understand the importance of working flexibly with those around us to maintain positive relationships and a positive environment

**In valuing our school culture we:-**
- Acknowledge the critical role each teacher plays in promoting our culture of high expectations and high achievement (personal excellence)
- Seek to share the responsibility for the maintenance of a safe, happy and effective learning environment
- Understand the importance of maintaining and following consistent approaches to school policy and procedures
- Celebrate the cultural diversity of our student population and understand the importance of promoting harmony and tolerance (considerate, responsible)
- Recognize the importance of extra curricula programs and the efforts of staff in providing them

## School context

Carlingford is a large, successful, comprehensive, coeducational high school located in the northern suburbs of Sydney. 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 comprising 72% from a non-English speaking background, Carlingford has a clear focus in meetings 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 is expected, and high expectations for participation and learning set.

Our focus is on the promotion of an engaging and innovative learning environment where students want to learn and give their best. There are extensive services to support student learning and to ensure each student reaches their full potential. The school has strong links with local partner primary schools and tertiary institutions. The school aims to develop within each of its students the skills, knowledge, attitudes and values necessary to participate confidently and positively in society.

## School planning process

The school works closely with the students, staff, parents and the local community in the development of our school plan.

Data is collected from a broad range of sources to identify key areas of success and areas where a long term vision and associated targeted programs will potentially improve the learning outcomes and quality of education provided to the students.

Whole staff planning and feedback systems, along with input from external bodies where appropriate, ensure key targets and effective strategies are collaboratively developed and the associated benefits clearly understood and valued as key drivers in the school’s strategic vision. Future focussed thinking which challenges the status quo and expands opportunities and possibilities for students and their learning is encouraged.

Following initial consultation and opportunities for input, parent representative bodies and all staff are presented with draft documents for comment and feedback.

The school’s executive team carefully analyses and discusses all feedback and makes any necessary changes. The final drafts are presented and signed off by the Student representative Council, School Executive in consultation with staff and Parents and Citizens Association.

Regular and routine monitoring of the implementation plan occurs with key groups to ensure that the intentions of each strategy are reaching key milestones and culminating in successful outcomes which make a genuine difference in the school.

Teams acknowledge that while preserving the intentions of the plan are paramount, some adjustments are sometimes necessary to ensure the best outcomes are reached.
### Purpose:
The key focus for our school is to ensure that high quality teaching and learning occurs in every classroom, every lesson, and every day. This relies on a clear understanding from teachers of effective 21st century pedagogy and practices which will maximise the learning outcomes of every student. In our context, the strategic delivery of sustainable whole school literacy approaches also underpins students learning across all subject areas and is central to this strategic direction.

### Purpose:
Carlingford High School has a strong culture of academic achievement and high expectations. Our staff are professional, dedicated and very experienced. They value the combined expertise and collegiality that exists amongst their colleagues and the support of parents. The maintenance and enhancement of this culture requires strategies and plans which reinforce similar attitudes in new staff to the school, supports the skill development of younger teachers, makes staff feel valued and builds leadership density. Key components to student engagement and wellbeing are the welfare practices adopted and provision of a well-rounded, quality education across all areas of school life.

### Purpose:
The rapid expansion of technology has changed the way in which learning can occur and organisations operate. Our school has a clear focus on developing a sustainable and effective technology infrastructure plan across the school which gives teachers and students the platform to maximise learning in every classroom. Alongside this, is the aim of providing relevant and accessible PL for staff which enhances their capacity to effectively and innovatively use technology in the classroom. Supporting this plan is the need to ensure technology infrastructure is embedded in ways which enhance school organisation and operation.
Strategic Direction 1: Delivering Quality Teaching and Learning Outcomes

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why do we need this particular strategic direction and why is it important?</strong>&lt;br&gt;Quality teaching is at the essence of ensuring quality learning outcomes are achieved and students reach their full potential. With a high NESB student population the implementation of a whole school 7-10 literacy program will underpin and enhance student learning across all faculties.</td>
<td><strong>How do we develop capabilities of our people to bring about transformation?</strong>&lt;br&gt;Staff: Staff to consolidate the implementation of literacy markers in the classroom and review practice and resources.&lt;br&gt;Staff to continue to develop expertise in the use of SMART data to enhance the delivery literacy outcomes in the classroom.&lt;br&gt;Staff continue to receive PL on specific literacy strategies which reinforce each literacy element.&lt;br&gt;The TELL course or equivalent literacy courses will be available for completion by staff which focus on catering for the needs of NESB and ESL students.&lt;br&gt;Teachers will be provided with further PL on implementing effective practices in the teaching and learning of writing.&lt;br&gt;Staff receives PL on Quality Teaching Rounds for classroom observations to evaluate and inform teaching practice.&lt;br&gt;Parents and Community partners: Will be made aware of the school’s literacy strategy and the NSW literacy continuum. Presentations will be made via the P&amp;C.&lt;br&gt;Leaders&lt;br&gt;Key personnel including the HT T&amp;L and HT English are familiar with the NSW Literacy continuum, its elements and markers. The Literacy team will refine and evaluate relevant strategies.</td>
<td><strong>How do we do it and how will we know?</strong>&lt;br&gt;Students: Students through lessons, classwork and assessments are exposed to relevant and contextualised literacy strategies which reinforce explicit literacy skills.&lt;br&gt;Staff: Staff in the normal course and context of teaching units of work; reinforce relevant and clearly identified literacy skills as defined in the NSW literacy continuum. Focussed writing strategies will be implemented across all faculties.&lt;br&gt;Staff given the opportunity to participate in QT rounds to inform classroom practice with an emphasis on the implementation of literacy strategies.&lt;br&gt;Leaders: HT T&amp;L is responsible for embedding the literacy continuum and up skilling staff in related strategies. The literacy team directs and develops whole school writing approaches.&lt;br&gt;Senior Executive establishes initial PLC to conduct Quality Teaching Rounds.</td>
<td><strong>What is achieved and how do we know?</strong>&lt;br&gt;Student’s literacy skills in both internal and external assessment improve. Year 9 NAPLAN results and HSC results improve as identified in column 1.&lt;br&gt;Practices&lt;br&gt;Teachers in the normal course of following their teaching programs, have direct links to the NSW Literacy continuum elements and strategies that are focused on and reinforced. All teachers actively teach explicit literacy skills for students as identified in their teaching programs. This includes the explicit teaching of writing. PLC’s created to observe teaching practice using the QT framework.</td>
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**Improvement Measures**

- Increase the percentage of year 9 students at proficiency (top 2 bands) in NAPLAN writing.
- Increase the percentage of year 9 students at proficiency in reading.
- Reduce the percentage of year 9 students at or below the national minimum standard in writing.
- Positive literacy growth evident from years 9-12 in external tests.

**Evaluation plan**<br>HT’s to ensure implementation of literacy outcomes and consolidate practice through effective evaluation of teaching and learning programs.
### Strategic Direction 2: Maintaining and enhancing a quality school culture

#### Purpose
The school’s positive behaviour engaging learners (PBEL) approach underpins the school’s philosophy in managing student behaviour and encouraging the pursuit of personal bests. The maintenance of a quality school culture and learning environment depends upon high expectations and a consistently applied, fair and well accepted discipline and welfare policy. Intrinsic to this is the way in which behaviour in the classroom is managed, fair rules applied and positive behaviour encouraged and rewarded to promote student wellbeing and engagement.

#### Improvement Measures
- The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.
- Numbers of merit awards increases especially in years 11-12 including the overall number of students who receive them.
- Evidence of greater consistency in managing difficult students.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

#### People
- **Students:** Students are made aware of the simple rules that apply in the classroom and the clearly defined behaviour expectations. Students understand the merit system and the types of achievements and behaviours which are rewarded by the system.
- **Staff:** Staff understand the PBEL system and the strategies that can be utilised for effective classroom management. They receive PL on the effective implementation of PBEL and on the consistent application of school policies and procedures to create a positive teaching environment and actively connect students to their learning. Staff receive training on the NCCD to support identified students and connect them to their learning.
- **Parents:** Parents are made aware of the discipline and welfare policy and the emphasis on positive reinforcement and our culture of high expectations. Under the NCCD parents are consulted and contribute to the planning to support their child’s individual learning.
- **Community Partners:** Community Partners support the planning and implementation of the PBEL system to monitor and review the impact of new practices.

#### Processes
- **Students:** Students receive regular in class reminders of the PBEL rules and merit system. Students with identified learning and health needs complete differentiated learning activities in class.
- **Staff:** Staff utilise effective PBEL classroom strategies which promote positive engagement and behaviour and inclusivity. They apply the policy consistently and fairly. They regularly award merits and deliver differentiated learning activities to targeted students consistent with the requirements of the NCCD.
- **Leaders:** Leaders develop clear classroom strategies and consistent rules for use across the school. They provide professional learning for staff on effective classroom management. They ensure Head Teachers support their faculties in the implementation of the policy. Regular reminders provided to staff to use the merit system. Welfare Team develop an action plan to increase merits awarded to students.

#### Products and Practices
The school’s discipline and welfare policy is consistently applied across the school and teachers have a strong understanding of strategies to effectively manage classrooms and promote and reward positive behaviour and engagement.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

Teachers follow a PBEL approach in management of classroom behaviour. They apply consistent rules and processes and clearly understand the intent and content of the school’s Discipline and Welfare Policy. Initiatives including a positive behaviour book are implemented to promote and consolidate the PBEL approach.

Teachers use Merit Plus to recognise student success and empower them to thrive in the school environment. The LAST develops an evidence collection system to monitor and review the impact of learning adjustments. Adjustments to student learning environments are made by all teachers and documented on an electronic tracking sheet for students with an existing learning plan.

**All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption.** Students with learning plans regularly receive differentiated activities which benefit their learning.
Strategic Direction 3: **Building a quality ICT environment which enhances learning**

### Purpose
As digital natives our students have grown up in a technology rich environment which is deeply embedded in much of what they do, how they access and process information and how they interact. It is therefore critical that a 21st century learning environment is provided to ensure relevant, stimulating and engaging experiences are maximised for students.

### People

| Students: | Year 7 students are required to bring their own approved device for use in the classroom to maximise their learning opportunities. |
| Staff: | Staff are exposed to ongoing professional learning which specifically meets their needs in utilising ICT's effectively in the classroom. Under the guidance of the HT each faculty creates a BYOD implementation plan. |
| Parents: | Parents are kept informed and regularly updated on the BYOD programs and the school’s ICT strategic plan. They are made aware of how and why the BYOD model has been adopted. |
| Community Partners: | Community Partners such as MAC IT are involved to promote the effective use of technology across the school in contextually relevant areas. |

### Processes

| Students: | Students adopt the BYOD program and effectively and appropriately use their devices in lessons. |
| Staff: | Staff regularly utilise the available technology in their classrooms in such a way that maximises and enhances learning and engagement. Ongoing development of teaching programs clearly embeds technology. Staff PL in the use of Google Apps and Office 365 and other appropriate applications. Each faculty develops a content rich resource for Year 7 in Moodle. |
| Leaders: | All Head Teachers ensure programs embed the strategic and effective use of technology in the classroom including the year 7 BYOD program. BYOD plan, policy and documentation reviewed and communicated to all stakeholders. |

### Products and Practices

| What is achieved and how do we know? | The school’s ICT infrastructure plan will ensure all students and teachers have access to a stable, secure internet connected computer in every classroom across the school. Additionally the school’s mandatory BYOD program for all students in Year 7 from 2016 will be introduced. The program will result in an expanded use of technology by students and teachers which benefits learning and will be evident in Year 7 classrooms across the school. The School Moodle will be upgraded and used to provide engaging lesson content and resources for students. |

| What are our newly embedded practices and how are they integrated and in sync with our purposes? | Teachers will have the infrastructure in every classroom to confidently embed the effective use of ICT’s into their lessons. Via the BYOD plan, students will also have enhanced learning opportunities. The continued integration of technology will promote the development within students of 21st century learning skills in a 21st century classroom. Year 7 students, parents and teachers will identify the learning benefits of the program. Bringing a device to school each day for year 7 becomes routine and is an enhancement to their learning. |

### Improvement Measures
- All students and teachers have access to a stable, secure internet connected computer in every classroom across the school.
- The school introduces a mandatory BYOD program for all students in Year 7 in 2016 which enhances learning opportunities and outcomes for students.
- Curriculum delivery integrates technology (SEF)