1. SCHOOL CONTEXT

Carlingford High School is a comprehensive, coeducational secondary school of approximately 1150 students, with a high proportion of students from backgrounds other than English. Carlingford students are largely self-directed, motivated and engaged. Teaching staff are experienced, professional and collegial. The school places a strong emphasis on extra-curricular activities, including an extensive music program, sport, debating and public speaking. It has effective welfare programs with a successful student awards scheme as a feature. Leadership programs via a strong and active Student Representative Council are sponsored by the local Rotary Association. Carlingford High School is committed to ensuring that quality teaching and learning is the focus of every classroom and that students have access to a broad, relevant and engaging curriculum. The school has a strong culture of high achievement, high expectations and student success.

2. SCHOOL PURPOSE

Mission: Our Mission is to develop considerate, responsible people who can learn and act independently to achieve personal excellence.

Values: Our key values are centred on Cooperation, Achievement, Respect, Learning and Ownership. (known as the CARLO way)

3. KEY PRIORITY AREAS

1. Student learning - Enhanced student learning through focussed literacy initiatives and teaching strategies which strengthen student outcomes
2. Student engagement and well-being - Improved student engagement and the delivery of consistent policies and procedures which support student welfare
3. Teacher capacity and leadership - Strengthened teacher capacity and leadership density to ensure the maintenance of a culture of high expectations and high achievement which maximises student learning outcomes.
4. Technology – Development and provision of an ICT environment which fosters and improves teaching and learning to maximise student outcomes
4. LONG TERM STRATEGIC GOALS

- Increase levels of literacy and numeracy achievement identified via improved trends against State, Area and local schools data.
- Promote, develop and provide an ICT environment which fosters and enhances quality teaching and learning
- Provide and promote quality PL supportive of quality teaching and learning
- Produce revised Teaching and Learning programs and assessments which reflect best practice, the NSW Quality Teaching Model and BOS syllabus documents.
- Develop the ongoing leadership and capacity of staff to ensure the maintenance of a school culture focused on high expectations, high achievement and the delivery of a quality education.

5. KEY SHORT TERM TARGETS for 2014

- Increase levels of literacy and overall student achievement in both internal and external assessment
- Ensure genuine differentiation occurs in all classrooms across the school with a focus on Yrs 7-10.
- Complete the development of new Year 8 and 10 programs in English, Mathematics, Science and History which meet the BOS requirements for the implementation of the Australian Curriculum in 2015.

6. CYCLIC EVALUATIONS 2014

EDUCATIONAL AND MANAGEMENT PRACTICE:- School Leadership
CURRICULUM EVALUATION:- English, LOTE and Science
MAJOR PROGRAM EVALUATIONS:- Staff welfare

7. TOTAL SCHOOL BUDGET, ALL SOURCES

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# CARLINGFORD HIGH SCHOOL

## SCHOOL PRIORITY AREA

<table>
<thead>
<tr>
<th>TARGET/OUTCOMES</th>
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| **1.1 Increase levels of literacy and overall student achievement in both internal and external assessment. (Target 1)** | 1.1 Use whole school planning processes to identify aspects of literacy under performance for particular cohorts and individuals.  
- Use whole school planning processes to evaluate the quality of literacy teaching.  
- Implement PL programs that will increase teacher capacity to identify and address student learning needs.  
- Analysis of SMART data by faculties and development of needs-based teaching and learning interventions.  
- Provision of PL for teachers to support ESL students in the mainstream.  
- Literacy strategies embedded and identified in all new faculty programs.  
- Targeted literacy PL for all teachers to refresh and enhance personal technical understanding of literacy.  
- Explicit accommodation and adjustment of programs and plans for students with additional learning needs (including GATS, LD and ESL) | 1.1 Increased number of students in top bands in Advanced English.  
- Development of whole school literacy plan  
- NAPLAN results reflect strong growth data and improvements in percentages of students proficient in reading and writing  
- Increased numbers of targeted students receiving effective learning support intervention via Learning and Support Teacher programs  
- Faculty specific literacy resources developed and utilised by staff which enhances their delivery of literacy in the classroom. | 1 | HT T&L DP’s HT’s LST | PL budget | Office of Schools Plan NSW State Plan |
SCHOOL PRIORITY AREA | 1 | Student learning – Enhanced student learning through focussed literacy initiatives and teaching strategies which strengthen student outcomes

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<tr>
<td>1.2 Ensure genuine differentiation occurs in all classrooms across the school with a focus on Yrs 7-10. (Target 2)</td>
<td>1.2 Strengthen differentiated programs for students at all ability levels  - Faculty-based and whole school PL on differentiation  - Learning activities and assessments developed for the range of student abilities incl GATS and students with learning needs.</td>
<td>1.2 Evidence of GATS and differentiation in all new programs.  - Design and delivery of differentiated programming for Extension classes in Years 7 and 8.  - Assessments cater for GATS students as well as the full range of student ability.</td>
<td>1 2 3</td>
<td>HT T&amp;L HT’s All staff LST</td>
<td>PL budget</td>
<td>State plan</td>
</tr>
<tr>
<td>1.3 Complete the development of all new 8 and 10 programs which meet the BOS requirements for the introduction of the Australian Curriculum in 2015 (Target 3)</td>
<td>1.3 HT’s strategically plan and coordinate within their faculties the development of all new programs and units of work. HT’s work closely with community of schools and other networks to share expertise.</td>
<td>1.3 Strategic plans developed including timelines. Faculty based meetings with community of schools and networks occur. All programs complete.</td>
<td></td>
<td>DP’s HT’s All staff HTT&amp;L</td>
<td>PL Budget Additional school funds</td>
<td>State Plan Curriculum and assessment</td>
</tr>
<tr>
<td>1.4 Students’ results in all HSC courses are maximised.</td>
<td>1.4 PL on attaining top Band results. Sharing with other expert teachers in other schools. Focus on middle and low achievers with differentiated strategies to maximise their results.</td>
<td>1.4 Growth in higher band achievement. Decrease in number of students achieving Band 1 and 2 across all HSC courses.</td>
<td></td>
<td>All HT’s All staff</td>
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<tr>
<td>1.5 Expand learning initiatives in the school which promote high order thinking and authentic student driven learning.</td>
<td>1.5 Implement a cross faculty project based learning initiative with Year 8.</td>
<td>1.5 Project successfully developed, implemented and evaluated.</td>
<td></td>
<td>DP HT T&amp;L</td>
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## CARLINGFORD HIGH SCHOOL

### SCHOOL PRIORITY AREA | 2  
### Student engagement and well being

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| 2.1 Promote proactive student well-being, positive school spirit and engagement across the whole school. Develop consistent classroom management approaches via PBEL. | 2.1 Review ROSE morning teas as a means of reinforcing and encouraging high achievement  
- Review PBEL via staff and student surveys.  
- Development of agreed, consistent PBEL classroom behaviour management strategies across the school.  
- Evaluate new school merit system. | 2.1 Recommendations made re ROSE morning teas and current format.  
- Agreed PBEL classroom management strategies, utilized across the school  
- Merit system evaluated and recommendations made to assess and enhance its effectiveness. | ✓ ✓ ✓ | DP  
HT welfare  
YA’s Welfare Team | HT Welfare | State Plan Engagement and Attainment |
| 2.2 Ensure the school has a cohesive, integrated and developmental welfare program to meet the needs of all students across Yrs 7-12. | 2.2 Welfare team identifies key areas of welfare need in each year group and plans relevant activities and programs in consultation with PDHPE and other key stakeholders. | 2.2 Welfare activities mapped 7-12 and revised program developed with explicit activities identified for each year group. | ✓ ✓ | DP  
HT welfare  
Exec | | |
| 2.3 Appropriate programs, plans and support for Life skills students provided by all relevant teachers and staff. | 2.3 PL for all staff on how to cater for the needs of Life Skills students in the classroom. | 2.3 Life skills content in all classes has been well planned, programmed and delivered for all life skills students. | ✓ ✓ ✓ | DP  
HT LS | | |
| 2.4 Year 10 programs and planning provide a meaningful and engaging year of work without external SC exams. | 2.4 Rigour of Year 10 programs and expectations increased. Yearly exam block developed. | 2.4 Planning discussions confirm assessment programs and exam schedules. Students provided challenging work which better prepares them for Years 11 and 12. | ✓ ✓ | DP  
HT’s | | |
| 2.5 Provide additional leadership activities for students outside the SRC. | 2.5 Explore programs such as High Resolves to provide leadership opportunities for students and build engagement and motivation.PL provided. | 2.5 Programs such as High resolves investigated and planned ready for implementation. | ✓ ✓ | DP  
HT Welfare | | |
### CARLINGFORD HIGH SCHOOL

#### SCHOOL PRIORITY AREA

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<tr>
<td>3.1 Refresh and further develop every teacher’s understanding of the elements of literacy and quality writing.</td>
<td>3.1 Provide in-school PL which covers basic literacy including grammar and writing techniques.</td>
<td>3.1 Staff demonstrate an increased understanding of the key elements of literacy, including grammar and punctuation.</td>
<td>1 2 3</td>
<td>HT T&amp;L</td>
<td>PL budget</td>
<td>Build leadership capacity</td>
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<tr>
<td>3.2 Review current implementation of the new scheme teacher and higher level teacher accreditation process and support.</td>
<td>3.2 Current system reviewed • Recommendations made • Program of support developed • PL provided in process</td>
<td>3.2 Revised program developed and implemented. Teachers access higher accreditation levels.</td>
<td></td>
<td>HT T&amp;L</td>
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<tr>
<td>3.3 Review new TARS/EARS process to ensure a clear, consistent framework exists for staff in terms of support and professional growth.</td>
<td>3.3 Exec and staff consultation. and survey re effectiveness of process.</td>
<td>3.3 Recommendations made re any changes to the process.</td>
<td></td>
<td>DP</td>
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<td>3.4 Develop a staff induction program for both new staff to the school and beginning teachers.</td>
<td>3.4 Clear, concise induction program developed in consultation with key personnel including SASS.</td>
<td>3.4 New staff feel supported and gain a clear understanding of the schools policies, procedures, vision, mission and strategic directions.</td>
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<td>DP</td>
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<td>3.5 Ensure the school provides a variety of leadership avenues and opportunities for staff which builds leadership capacity and density.</td>
<td>3.5 Opportunities made available through teams which focus on the achievement of whole school targets and priority areas. Development of in-faculty mentoring. PL on leadership.</td>
<td>3.5 Increased team membership and EOI’s for relieving positions. Increased numbers of staff applying for promotions positions.</td>
<td></td>
<td>P,DP</td>
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<td>3.6 Review the teams structure which operates in the school as a mechanism by which genuine outcomes can be enhanced in areas including, GATS, literacy, technology, learning support and student welfare.</td>
<td>3.6 Teams created in areas of genuine need and where a specific purpose related to improved student learning outcomes can be identified and achieved.</td>
<td>3.6 Teams identified and created with a specific purpose, targeted membership and for a specified period. Genuine outcomes are achieved.</td>
<td></td>
<td>DP, HT T&amp;L</td>
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<td>SCHOOL PRIORITY AREA</td>
<td>4</td>
<td>Technology – Promote, develop and provide an ICT environment which fosters and improves teaching and learning to maximise student outcomes.</td>
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| 4.1 Increase staff and student access and capacity to use ICT, and increase the effective and innovative use of interactive technologies for teaching and learning. | 4.2 Provision of targeted PL to develop teacher capacity in the use of identified ICT  
- Embed new technologies into quality teaching programs.  
- Consolidate effective use of IWB’s.  
- Establish an additional computer room in the school with support of P&C  
- BYOD concept explored | 4.2 Increased use of effective ICT in classroom.  
- Evidence of ICT/Interactive technology embedded into targeted programs.  
- Incorporation of digital technologies into teaching practice and assessment tasks.  
- Increased hardware and software installed and used in classrooms.  
- Additional computer room established and operational. | 1 | | HTT&L DP | PL budget Technology budget  
Additional school sources | DET Corporate Plan  
ICT Strategic Plan  
Office of Schools Plan |