School plan 2015 – 2017
## School background 2015 - 2017

### SCHOOL VISION STATEMENT

Canterbury Girls High School’s vision is for a dynamic learning community in which students, staff, parents and community members collaborate to enable each student to achieve her personal best. To this aim, the school is strongly committed to enacting the principle of continuous improvement, and to building school community capacity to improve learning and social outcomes for girls. The school seeks to ensure the personal potential of each student is realised through the provision of innovative programs addressing Quality Teaching, Student Welfare, Technology, the Creative and Performing Arts, Environmental Education, Sport and Student Leadership.

### SCHOOL CONTEXT

Canterbury Girls High School is in Canterbury, Australia’s city for cultural diversity. This diversity is reflected in the school’s population: a LBOTE population of 72% comprising both international and refugee students; Aboriginal students; local and out of area enrolments. The school prides itself on being an inclusive learning environment in which difference is celebrated. The vast majority of students are highly engaged and enjoy attending school each day; attendance and retention rates are above the state average, and student behaviour is excellent. The diversity of the student population mandates differentiated curriculum patterns to enable student needs to be comprehensively addressed. Stage 4 is arranged in groupings with a specific ‘lens underpinning the learning focus: Gifted and Talented, Performing Arts, Mixed Ability, ESL and STL. Differentiation and extension are ongoing curriculum priorities for Stages 5 and 6. Elective lines for Years 8-12 are determined by student choices, and student voice is an increasingly enfranchised focus within the school. Valued adding for the school in relation to student growth in State and National assessments is uniformly excellent and is a testament to the strong home-school partnerships the school enjoys.

### SCHOOL PLANNING PROCESS

This plan has come about following:-
- Focus groups with Executive Staff, Parents, Student Leadership teams
- On line Survey of all Staff, a random sample of 150 Parents, and Student leaders.
- Planning workshops with Executive and school committee’s- Student Well Being, Finance, Literacy, Numeracy.

Planning workshops with Executive and school committee’s- Student Well Being, Finance, Literacy, Numeracy. Enter details of the consultation process that your school community has followed to identify your three key strategic directions, key improvement measures and a 5P planning page for each strategic direction, including the purpose, people, processes, practices and products.
**School strategic directions 2015 - 2017**

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school's educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

**STRATEGIC DIRECTION 1**

**LAP**

Learning & Participation

Enhancing Staff Capacity to Achieve Continuous Improvements in Learning and Engagement for All Students.

**STRATEGIC DIRECTION 2**

**LAN**

Literacy & Numeracy

Optimising Literacy and Numeracy Outcomes for all 21st Century Learners to achieve congruence with high standards expected by our community

**STRATEGIC DIRECTION 3**

**SAW**

Support & Wellbeing

Ensuring optimal student participation based on best practice learning and wellbeing support

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**Strategic Direction 1**

To ensure students are provided with the best educational experiences possible, our staff are committed to differentiating the curriculum and undertaking rich, innovative curricular and extra-curricular experiences to challenge students and prepare them for 21st century world, education and civic demands.

**Strategic Direction: LAP**

Development of high levels of capacity in literacy and numeracy that will underpin lifelong learning.

Literacy and Numeracy to be the cornerstones of the achievement of national curriculum outcomes.

Extension and enrichment of students possessing particular skills in literacy and numeracy

Ensure Effective integration of Literacy and Numeracy to support successful learning in all contexts.

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**Strategic Direction 2**

**LAN**

**Optimising Literacy and Numeracy Outcomes for all 21st Century Learners to achieve congruence with high standards expected by our community**

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**To constantly improve approaches to support students to become resilient, resourceful 21st century global citizens, ensuring staff, caregivers and community partnerships are enabled to actively plan pathways based upon strengths, passions and needs.**
Strategic direction 1: LAP
Enhancing Staff Capacity to Achieve Continuous Improvements in Learning and Engagement for All Students.

PURPOSE

Why do we need this particular strategic direction and why is it important?

High level student engagement is critical to the production of independent, lifelong 21st Century learners.

Main purposes are:-

An individualised, differentiated curriculum utilising innovative and creative ICTs and rich curricular extra-curricular experiences are the basis upon which meaningful student engagement and the achievement of students’ personal potential depends. These can only be achieved if all staff are professionally supported to acquire the skills necessary to affect pedagogical improvement.

IMPROVEMENT MEASURE/S

<table>
<thead>
<tr>
<th>Data Source</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>2.6 above state average</td>
<td>2.8 above state average</td>
<td>3.00 above state average</td>
</tr>
<tr>
<td>Retention</td>
<td>86.1%</td>
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</tr>
<tr>
<td>HSC Value Added</td>
<td>0.5 Higher range value added</td>
<td>0.75 higher range value added</td>
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</tr>
<tr>
<td>Extra-Curricular Participation Data</td>
<td>53% of students participate in an</td>
<td>60% of students participating in an extra-curricular program</td>
<td>66% of students participate in an</td>
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</table>

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Staff will undertake a strategic, sustained program of professional learning to build their capability to differentiate the curriculum and to address syllabus ICT demands within a Quality Teaching context across all KLAs.

Staff will be supported in the implementation of curricular and extracurricular programs which improve student engagement and learning outcome.

Students will continue to take responsibility for their learning achievements / goals through the implementation of Personal Learning Plans, digital portfolios, Learning Presentations, curriculum evaluation, and peer and self-assessment.

Parents:

Parents will continue to partner in school programs and to have their skills and knowledge in relation to curriculum and issues enhanced through workshops, meetings, presentations and an enhanced parent facility on the school website.

Community partners:

The school will continue to form

PROCESSES

How do we do it and how will we know?

Staff will identify their needs, and then supported to undertake a program of professional learning to acquire the knowledge and skills to better differentiate the curriculum and to use ICTs as key drivers to improve learning outcomes for all students. This will be measured through EARS / TARS & Accreditation processes and assessment data.

Resources will be allocated to staff to enable the implementation of rich curricular and extra-curricular programs which improve student engagement with learning and enhance learning outcomes.

Evaluation Plan:-

Annual Use of 3 surveys

Tell Them From Me (TTFM) student feedback survey (in Term 1, 2015)

Focus on Learning teacher survey (in Term 3, 2015)

Partners in Learning parent survey (in Term 3, 2015)

2 Curriculum Evaluations per annum

1 program Evaluation per annum

HSC Results analysis published annually

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:

Staff will acquire the skills needed to differentiate their teaching and learning programs more effectively to cater for individual student needs.

Staff will demonstrate the ability to successfully address ICT syllabus outcomes within a quality teaching context.

Staff will implement a broad suite of rich curricular and extra-curricular programs to better engage students in learning and to strengthen home / school partnerships.

Improvements will be measured by students and staff surveys, faculty evaluations, work samples, lesson observations, quality assurance of teaching programs and assessment data.

New Practices:

Student PLPs, digital portfolios and learning presentations will enhance student voice and ownership over learning, thus supporting high level student engagement.

Enhanced school website will include materials to heighten parent knowledge and skills in relation to curriculum issues and support parents to address their daughters’ individual learning needs.

Whole school utilisation of software and freeware supported by Head Teacher Teaching and Learning - Technology will enhance staff capacity to effectively address syllabus ICT outcomes.
Leaders:

School leaders will continue to build whole staff capacity to lead curriculum innovations through the provision of appropriate professional learning and resourcing, and through the modelling of a relentless commitment to continuous improvement in teaching and learning.

Review of programming & scheduling in light of HSC analysis

NAPLAN results analysis published annually

School leaders will establish a School Team with responsibility for planning, implementing and evaluating SD1. Leaders will provide the requisite professional learning and resourcing needed for this team to operate effectively.

Creative and Innovative uses of ICTs will be used to support students undertake relevant, and higher order curriculum experiences. Quality assurance of teaching and learning programs, classroom observation and student reflection will measure if this process has been achieved.

Rich Tasks Across KLA’s

Embedded & Sustained Practices:

- BYOD & Moodle across school
- Students Learning Presentations, PLPs, DPs for 7-10
- Differentiated Sport programs
- Aboriginal Student Support Program, & mentoring projects
- KLA Enrichment Programs e.g. ABW
- Curriculum organisation – differentiation & acceleration
- Whole school thematic presentations e.g. Anzac Day
- Student Leadership programs e.g. Green DEAR, White Ribbon, Green
- Transition & Enrichment programs: with partner primary schools
- Capacity building & succession planning re school roles
- High functioning school teams
- P&C & parent Workshops
- Student achievement programs - PTN, Graduation, LPs
- Cantabrian Association programs
- Professional Learning Plans / IoT for all staff
- NCCD embedded
- Learning Support promotes differentiation and connectedness
- Staff sharing effective differentiation practices
Strategic direction 2: LAN

Optimising Literacy and Numeracy Outcomes for all 21st Century Learners to achieve congruence with High Standards set by our community

Why do we need this particular strategic direction and why is it important?

Proficiency and excellence in both literacy and Numeracy underpin the development of independent lifelong 21st learners and ensure effective future citizenship.

How do we develop capabilities of our people to bring about transformation?

Students:
- Focus on lifting standards for all
- Develop love and passion for LITERACY & NUMERACY

Staff:
1. Ongoing PL in sequencing, scaffolding and writing for purpose
2. PL for all KLA's in using Literacy Continuum to determine student reporting outcomes
3. PL for all KLA's using Numeracy continuum to determine Reporting Outcome's
4. Develop rich tasks across KLA for stage 4 & 5 to accentuate Literacy & Numeracy acquisition
5. Staff Committee structure to drive Strategic plan priorities

Parents:
- Pamphlet about how we extend and remediate

How do we do it and how will we know?

Students:
- Differentiated according to staff skill and experience, SDD2 upskilling range of staff in TELL
- PL Session SDD1 –Review literacy report outcomes7-10
- PL session SDD4 2014 to review numeracy reporting outcome’s Yrs 7-10; Yr 8 Maths Rich Task Day- Numeracy/ Maths term 1

Staff:
1. Review of SDD2 program for Task design Yr 10 English History Yr 9-Maths/ Geog/ Science for term 3
2. Twice a term committee to drive process/ actions

School leaders will establish a School Team with responsibility for planning, implementing and evaluating SD2 Leaders will provide the requisite professional learning and resourcing needed for this team to operate effectively.

Evaluation plan:
- Annual Use of 3 surveys
- Tell Them From Me (TTFM)

Products:
- Extend Student reflection on learning Stage 4 trial
- Reviewed Outcome s in reporting for each KLA in Literacy and Numeracy Stages 4 & 5
- Debating Workshops Yr 7 (Ext)
- Literacy Mentors Stage 4(REM)
- ALERT program Stage 6 Maths(EXT)
- Writer in Residence program for Stage 5( EXT)
- Spelladrome Yr7-10( EXT/ REM)
- Mathletics Yr 7-12 ( EXT/ REM)
- HotMaths Yrs 11-12
- Rich Tasks Stage 4 & 5 Cross Curricular
- Peer Reading Stage 4(REM)

New Practices:
- Extend Student reflection on learning Stage 4 trial
- Reviewed Outcome s in reporting for each KLA in Literacy and Numeracy Stages 4 & 5
- Debating Workshops Yr 7 (Ext)
- Literacy Mentors Stage 4(REM)
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<td>80%</td>
<td>82%</td>
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### Stage 4 reflection process

#### Community partners:
- Use of community Volunteers for Multil

### Literacy

<table>
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<tr>
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### Strengthen Existing Practices

#### Literacy
- Ensure class placements decisions are made on basis of interviews and data
- Ensure that Staff support all types of learners those that need extension and remediation
- Wide Reading elective for all students Yr 8 (EXT)
- Literacy elective Yr 8 (REM)
- Multil stages 4 & 5 (REM)
- All New arrivals do FOE Stage 6 (REM)
- Bridging Course Yr 10 (REM)
- STL Literacy support across KLA’s (REM)
- 4*40 Writing YR 8 (REM)

#### Numeracy
- Numeracy Mentors stage 4 (REM)
- STL Numeracy Support (REM)
- Primary school Numeracy Links
- Number Crunchers Yr 9 (EXT)
Strategic direction 3: SAW
Ensuring optimal student participation based on best practice learning and wellbeing support

**PURPOSE**

Why do we need this particular strategic direction and why is it important?

To constantly improve approaches to support students to become resilient, resourceful 21st century global citizens, ensuring staff, caregivers and community partnerships are enabled to actively plan pathways based upon strengths, passions and needs.

**PEOPLE**

How do we develop capabilities of our people to bring about transformation?

**Students:** Preparing students for implementation of restructured school day and expectations for students to engage in independent, self-paced, online learning, 21st century style, including use of online diary.

**Staff:** Engaging staff teams to develop Personal Best Program modules, to develop capacity of staff to train and be trained to facilitate delivery of the program.

**Parents:** Inform of Personal Best Program via newsletter and P&C meetings.

**Community partners:** Acquiring support via L2L partner Burwood IWSC and forging links with new Headspace at Ashfield.

**IMPROVEMENT MEASURES**

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**PROCESSSES**

How do we do it and how will we know?

**Students:** Self-monitoring and external monitoring of progress in Personal Best Program and use of online diary.

**Staff:** SDD4 and 5 to include Professional Learning for all staff to introduce Personal Best Program.

**Leaders:** Develop, collate and analyse survey data.

**Evaluation plan:** Survey and evaluate effectiveness and success of program components each semester including staff, student and family feedback; gather data from attendance, behaviour, welfare and recognition to measure school.

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

**Products:**

A Personal Best Program for 7-12 is developed and implemented resulting in successful 21st Century learners.

**Practices:**

INTRODUCE: Personal Best Program – A restructure of the school day to enable three 30 minute sessions per week to be dedicated to current key student support programs, including online diary, linked to Wellbeing Program.

**STRENGTHEN EXISTING:**

Strengthen existing support for students funded by ESES including employment of additional hours Learning support teacher Mental health.

Provision of Senior Student Support to be increased by 1 day per week of dedicated
WOW and mentoring

Leaders: Deputy Principals, Head Teacher Welfare, School Counsellors, Careers Advisor, Learning Support Team and Welfare Committee, Year Advisors, interested Class Teachers.

improvement; track identified students at risk and report on outcomes attained following support

Evaluation Plan:-
Annual Use of 3 surveys
Tell Them From Me (TTFM) student feedback survey (in Term 1, 2015)
Focus on Learning teacher survey (in Term 3, 2015);
Partners in Learning parent survey (in Term 3, 2015);
HSC Results analysis published annually
Review of programming & scheduling in light of HSC analysis
NAPLAN results analysis published annually
Review of programming & scheduling in light of NAPLAN analysis

teacher time in the Learning Centre to liaise with students experiencing difficulties requiring external agency referral

Evaluate and review recognition program for online delivery

Ongoing embedding of teaching and learning of cybersmart strategies to develop respectful digital citizens in PBP modules

Continue to refresh and reinforce school code of conduct annually especially antibullying policy via Year Meetings in PBP time

Continue and expand case management of students with high levels of mental health issues.

CONTINUE:
• Develop initiatives to promote inclusivity in school community including Safe Schools Coalition, International Day of Disability and Muslim Mothers’ Network White Ribbon
• Peer Numeracy
• Peer Mentoring
• WOW
• Senior Learning Centre
• Stage 5 VET
• LEAPS
• Interagency support
• SRC, Prefects, Green DEAR
• International Students Coordinator