

School plan 2018-2020

Canterbury Girls High School 8806



School background 2018–2020

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 a 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 students. The school seeks to ensure the personal potential of each student is realised through the provision of innovative programs addressing Quality Teaching, Student Wellbeing, Futures Learning, the Creative and Performing Arts, Sustainability, Physical Activity 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 64% comprising both international and refugee students; Indigenous 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 a central 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 school executive, staff, parents, student leadership teams

Analysis of school data through School Excellence Framework Validation

Tell Them From Me surveys of Staff, Students and Parents

Planning workshops with executive and school committees– Student Wellbeing, Finance, Literacy and Numeracy.

Consultation with Parents and Citizens Organisation

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Learning

Purpose:

To ensure that all Learning is future focused, differentiated and supportive of all students, with every individual having access to high quality extracurricular opportunities. Every student is known, valued and cared for within the school.



STRATEGIC DIRECTION 2 Teaching

Purpose:

High quality teaching is supported through the use of school data and research to make decisions. Exemplary practice in relation to the Australian Professional Standards for Teachers ensures the school is excelling in the Teaching domain, and achieves outstanding value-added for all learners, including in relation to Literacy and Numeracy.



STRATEGIC DIRECTION 3 Leading

Purpose:

To ensure all aspects of School Planning, Resource Management, Management Practice and Instructional Leadership are at the excelling level.

Strategic Direction 1: Learning

Purpose

To ensure that all Learning is future focused, differentiated and supportive of all students, with every individual having access to high quality extracurricular opportunities. Every student is known, valued and cared for within the school.

Improvement Measures

Attendance trend upwards

- **NAPLAN** Yr 9
- Numeracy majority of students above expected growth
- Literacy –Reading & writing increased number of students above expected growth
- Literacy LBOTE Writing
- increased number of students above expected growth
- **HSC** Maintain + value added for all levels of performance in the positive;
- **RETENTION trend upwards,**
- **Increased proportion of students reporting a sense of belonging**

People

People

1. A range of staff across KLAs will develop excellence in delivering innovative futures-focused learning experiences through engaging collaboratively in Futures Learning Project opportunities in STEM, Digital Literacy, Quality Teaching– Pedagogy, Flexible Learning Spaces to provide authentic, inspiring learning in the 21st Century global context. (**FUTURES TEAM**)

2. High levels of student engagement in learning will be achieved through a wide range of initiatives to support access to learning, promoting participation, the development of active citizens, striving for Personal Best, and fostering skill development for 21st Century life and work. (**Learning Support team**)

3. Across the whole school community there will be an ongoing commitment to a rich extracurricular program where diverse areas of talent and passion are developed and showcased, where active participation in, and partnerships across, the school community are key drivers of success, and where students, staff and parents can celebrate belonging to a dynamic futures focused and sustainability committed learning community.

(**Well Being Team, Extra Curricular Team, Indigenous Team**)

Processes

1. Processes to develop **Futures Learning** are:

- Professional learning teams in STEM, Digital Literacy, Pedagogy and Flexible Learning Space to be developed within and across KLAs, building on quality teaching practices
- Redesigning B7 classroom space for open plan flexible teaching and learning, expanding access to and use of Futures focused practices within targeted KLAs and Stages

2. Processes to strengthen **Student Engagement** in learning are:

- A review of the Personal Best program to attain alignment with PDHPE curriculum and Week Of Well Being programs / Student Wellbeing Roadmap, and to increase staff capacity to facilitate program completion
- Introduction of additional support programs to Year 8 students to address gaps revealed by mapping wellbeing initiatives in the Roadmap
- The Learning Support Team framework to ensure all students are supported to achieve personal best in learning and to address learning needs through a caseload management system of individualised learning plans (ILPs)
- Further refinement of the Senior Student Support program to attain high performance bands, successful post-school pathways planning and transitions

Practices and Products

Practices

1. Futures Learning Projects, incorporating Digital Literacy, Pedagogy, Staff Professional Learning, space re organisation for learning & support B7/ Library
2. Variety of student Support structures under Learning Support– Learning Support teachers Literacy and Numeracy, Learning Support Teacher Mental Health, Youth Worker– Students at Risk– Stage 5/6, English ALD, Indigenous student initiatives, Careers, Counselling, Outside agencies support, Senior students initiatives, Well being Roadmap initiatives, Attendance monitoring strategies, Transition Strategies, Years 6–7, 10–11; Student leadership– Student Representative Council, Student Environment Ambassadors, Prefects; Stage 4 Personal Learning Plans; Parents as Partners program
3. a. Extra Curricular program– Performing Arts, Sport, Debating, Public speaking, Leadership, Environment
3. b. Every student is known, valued and

Processes

3. Processes to provided ongoing development of the **Extra-Curricular** program are:

- Commitment to Performing Arts through Music, Dance and Drama ensembles and the many associated performance opportunities in the school and wider community
- Increasing the profile and valuing of Sporting participation through a program of school assemblies and publications to recognise and celebrateteam and individual performances
- Maintenance and expansion of student leadership body 7–12 through inaugural student driven Mix Berry Fest 2018
- A program of public speaking development embedded in English Debating and Student Leadership programs
- Opportunities for student lead activism and learning related to environmental education and sustainability, moving towards embedding sustainability practices in school gardening, native bees, endangeredspecies and solar power programs across the school

Evaluation Plan

Numeracy 15% below expected growth
85% above expected growth

- Literacy –Reading & writing 17 % below expected growth; 83% above expected growth
- Literacy LBOTE Writing
- 29% below expected growth and 71% above expected growth; Reading 15%

Strategic Direction 1: Learning

Processes

- below expected growth and 85% above expected growth
- **HSC** Maintain + value added for all levels of performance in the positive; 40% results band 5 & 6

Strategic Direction 2: Teaching

Purpose

High quality teaching is supported through the use of school data and research to make decisions. Exemplary practice in relation to the Australian Professional Standards for Teachers ensures the school is excelling in the Teaching domain, and achieves outstanding value-added for all learners, including in relation to Literacy and Numeracy.

Improvement Measures

Attendance trend upwards;

NAPLAN– Numeracy and Literacy increased percentage of students above expected growth

HSC increased percentage of students in Middle and High Performance bands

Retention rate maintains

Increased proportion of students reporting expectations of success and advocacy

People

People

1 a). Capacity of staff to improve Literacy skills of students will be achieved through:

– Strategic Planning Group comprising representatives from all KLAs working collaboratively, analysing and interpreting data to achieve a whole staff focus on targeted literacy teaching;

–collaborative teaching processes between teaching and support staff with high levels of literacy teaching knowledge, and professional learning programs e.g. TELL;

–use of E learning platforms

to provide teachers with evidenced-based teaching practices for improving students literacy outcomes.

1b) Build capacity of both students and parents to meet stage appropriate literacy outcomes using E learning platforms.

(LAN TEAM)

2 a). Staff capabilities to reduce the achievement gap of Low Performance Band students in relation to Numeracy will be enhanced via:

–Strategic planning comprising representatives from all KLAs working collaboratively analysing and interpreting data to improve Numeracy teaching;

– collaborative teaching processes between Support teacher with expertise in Numeracy and Maths staff and professional learning in evidence-based teaching practices. (**LAN TEAM**)

Processes

1. Processes to improve student **Literacy** skills include:

- Inclusion of Literacy in Stage 4 & 5 assessment and reporting;
- Multlit for Stage 4;
- 8Z Elective Literacy class;
- In class LST support ;
- Yr 7, 8, 9Literacy mentoring by peers;
- PL programs addressing evidence-based Literacy and EALD

2. Processes to improve student **Numeracy** include:

- Inclusion of Numeracy in Stage 4 & 5 assessment and reporting;
- In class Specialist Numeracy support;
- withdrawal support for Indigenous students to work with Numeracy expert;
- Yr 7, 8, 9Numeracy mentoring by peer leaders;
- PL programs addressing evidence-based Numeracy strategies.

3. Processes to improve whole staff capacity to meet the Australian **Professional Standards** for Teachers includes:

- Quality Teaching Rounds & Quality Teaching Buddies;
- Communities of Schools – Digital Literacy and

IWCoPP;

- Professional Learning Plans for all staff linked to school Professional Learning

Practices and Products

Practices

1. Targeted Literacy support achieves substantial gains in literacy learning outcomes for Lower Performance Band students and students from equity group and reduce the impact of socio economic disadvantage

All teachers understand and explicitly teach literacy to students at all levels of achievement and use a range of assessment strategies. Literacy teaching is informed by analysis of internal and external student progress, teaching strategies and achievement data.

All students finish school well prepared for higher education, training and work.

2. Targeted Numeracy support reduces achievement gap for students in Lower performance bands in Numeracy.

All teachers understand and explicitly teach Numeracy to students at all levels of achievement. Numeracy teaching is informed by an analysis of internal and external student progress, teaching strategies and achievement data.

3. Improved whole staff practice measured against the Australian Professional Standards for Teachers achieved as a result of engagement with:

Strategic Direction 2: Teaching

People

2b) Build capacity of both students and parents to meet stage appropriate Literacy outcomes using E learning platforms.

3. a) Staff capacity to continuously improve Australian Professional Standards for Teachers for all students will be achieved via PDP and Accreditation processes, participation in school planning team focussing on Teaching and whole school professional development programs.

(ACCREDITATION TEAM)

3 b) Student and parent capacity to serve as partners in the teaching and learning process will be enhanced through ongoing opportunities to give feedback on assessment and teaching practices.

Processes

Plan;

- Accreditation requirements for all staff;
- Regular review of teaching programs, assessment and reporting in response to performance data;
- Collaborative teaching practices to enable cross KLA programming and Rich Tasks;
- Innovative and Future Focussed Learning, including STEM & Digital Literacies;
- NESA syllabus implementation;
- Instructional Leadership;
- Student and Parent feedback on teaching via Students and Parents as Partners for Learning project;
- School and SEF evaluation;
- Embedding explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

4. Processes to meet the individual learning needs of **Indigenous students** and strengthen partnerships with families include:

- Individual Education Plans for all Indigenous students developed in consultation with students and families;
- Indigenous Leadership Group established to provide ongoing mentoring support by an Aboriginal staff member;
- Employment of specialist Maths teacher

Practices and Products

evidence-based teaching strategies; student assessment data; explicit feedback; peer collaborations addressing Quality Teaching, innovation and future focused learning; supporting teachers to attain Highly Accomplished and Lead accreditation; and professional learning programs aligned to the School Plan.

–Ongoing, school wide improvement in teaching practice and student results.

4. Student growth will be achieved by all Indigenous students within the school and staff knowledge of the individual learning needs of all Indigenous students enhanced.

Strategic Direction 2: Teaching

Processes

to provide targeted Numeracy support and liaise with Maths staff

- Indigenous Education Support Team to liaise with rest of school staff and support them to meet the diverse learning needs of students.

Evaluation Plan

Target

94% all years

NAPLAN Year 9 Numeracy Target

15% below expected growth

85% above expected growth

Literacy –Reading& Writing 17 % below expected growth; 83% above expected growth

Literacy LBOTE Writing 29% below expected growth and 71% above expected growth; Reading 15%below expected growth and 85% above expected growth

HSC Target Maintain + value added for all levels of performance 40% results band5 & 6

RETENTION upwards trend; Target 86%

Strategic Direction 3: Leading

Purpose

To ensure all aspects of School Planning, Resource Management, Management Practice and Instructional Leadership are at the excelling level.

Improvement Measures

Trend of increasing percentage of staff prepared to lead above substantive position

Staff engagement trend in professional learning

Tell them from Me student data trends are on the way upwards

Website, Twitter and app hits by school community

School Facilities continue to improve

People

People

1. Instructional leadership development School professional learning programs build the capacity of all teachers to lead the learning and improve teaching and learning outcomes. Principal and school leadership team models Instructional leadership to continue to build on culture of high expectations. (**TIMETABLE, FINANCE, Professional Learning Planning TEAMS**)

2. a School Management systems

Staff use e–platforms to engage parents and community in both curricular and extracurricular programs eg. School stream App, Open Night, Twilight sessions, Mixed Berry Fest.

2.b Principal and **school leadership team** strategically allocate teaching and nonteaching staff to promote collaboration and build leadership capacity of all staff.

Processes

1a. Regular meetings scheduled each term to build **Professional Practice** and leadership capacity of school staff and Staff PDPs goals align with the school's strategic directions.

Regular communication by staff with school community about school and state priorities; engagement with school community when evaluating teaching and learning and making decisions.

1b. Leadership team uses schools administrative systems such as AWMS, faculty monitoring processes, audit and surveys with school community to measure school **Community Satisfaction** (teachers, parents and students)

1c. Systematic program of teacher **Professional Learning** utilising professional learning communities via:

- Quality Teaching Rounds; Quality Teaching Buddies; IWCoPP; IWDLPLC

1d. PL meetings in which staff PDP goals align with strategic directions.

2.a Implement and use School App and other e–learning platforms such as website, SMS, twitter, Moodle to engage parents and community in authentic **Partnerships** supporting curricular and extracurricular programs

2b School systems implemented to identify the most effective use of RAM funding to support learning for all students

Evaluation Plan

Practices and Products

Practices

1. Community of Schools strengthened to build leadership capacity and drive whole school improvement (QTR PL/ Buddy extension, IWCoPP Links)

1b. School administration systems utilise school community feedback to continuously improve Teaching, Learning and Leading; strengthened partnerships through ongoing opportunities to provide feedback.

1c.. High levels of Quality Teaching are evident amongst all teaching staff in all lessons. Schools leadership team collects and uses evidence when implementing administrative systems and engages in long term financial planning of resources to

1d High level staff involvement in and commitment to the school's strategic directions and decision making processes.

2a Extensive use of e–platforms to communicate with parents and community about school programs and initiatives, curriculum issues and support to address student individual learning needs. Community confidence in school is high.

2B. Effective delivery of student support services to achieve improved student outcomes and best practice, ensuring all students have their own PLP.

Strategic Direction 3: Leading

Practices and Products

Schools Infrastructure meets needs of changing population