

Strategic Improvement Plan 2021-2024

Canterbury Girls High School 8806



School vision and context

School vision statement

Canterbury Girls High School celebrates its diverse and inclusive culture, offering a progressive and academic learning environment with a focus on wellbeing and empowering young women to become active and resilient lifelong learners.

School context

Canterbury Girls High School is an inclusive and culturally diverse environment in Sydney's Inner West. This diversity is reflected in the school's population with 64% of students with a language background other than English. 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; 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. Differentiation and extension are ongoing curriculum priorities for all stages. Elective lines for Years 8-12 are determined by student choices, and student voice is a central focus within the school. Value 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.

Strategic Direction 1: Student growth and attainment

Purpose

The achievement of curriculum provision and assessment that caters for individual needs through universally embedding quality differentiated teaching strategies.

Improvement measures

Target year: 2022

Consistency in trend results with an overall uplift of 3% on the NAPLAN reading and numeracy target area regarding performance in the top bands and student HSC performance target areas (% in top 2 and top 3 bands).

SEF: Student performance measures

Target year: 2024

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring all students are challenged and adjustments lead to improved learning. All students receive the feedback needed to have a clear understanding of how to improve.

SEF: Effective Classroom Practice, Assessment and Curriculum

Target year: 2024

All teachers have a strong understanding of student data concepts. This data is used collaboratively in a distributed instructional leadership framework to set learning goals, monitor progress, inform planning, modify teaching practice and reflect on teaching effectiveness.

SEF: Data Skills and Use, Educational Leadership

Target year: 2023

Consistency in trend results with an overall uplift of 3% on the NAPLAN reading and numeracy expected growth target areas.

Initiatives

Universal Quality Differentiated Teaching Strategies

Systematic and reliable assessment information is evaluated over time. Collaboratively, teachers implement change to lead to measurable improvement; ensuring all students are challenged and all adjustments lead to improved learning.

- Establishment of professional learning communities and extensive training in collaboration, leadership and use of data to support research into differentiation and the focused improvement of student growth and attainment.
- Review of policy and literature associated with aspects of differentiation and meeting the learning needs of students, including gifted and high potential students, students with additional learning needs and support for students in equity groups.
- Reliable data measures are established to provide base-line and ongoing measurement of student performance and the affect of universal differentiated teaching strategies.
- Piloting of strategies recommended in research to assess suitability for whole-school implementation
- Whole-school professional learning and collaborative planning to implement new strategies and assess their implementation through the use of classroom walkthroughs, quality teaching rounds and other observational and reflective processes
- Programming across years 7-12 and assessment tasks in particular adjusted to embed universal quality differentiated teaching strategies.

Success criteria for this strategic direction

Teaching and learning programs and assessment across the school shows evidence of adjustment to address individual needs.

Student progress and achievement is monitored and evaluated longitudinally to ensure continued challenge and maximised student learning.

A feedback cycle is created of reviewing student progress between students and teachers and amongst professional learning communities of teachers.

Evaluation plan for this strategic direction

Reflective Questions

Did the PLC effectively impact teacher collaboration and evidence-based decision making?

Have differentiated teaching strategies impacted student growth and attainment?

Were changes to teacher programming visible across the school?

Data and Evidence

Evaluate evidence longitudinally of: attendance, N Warning, internal and external student assessment data.

Use of quality teaching rounds, classroom walkthroughs and other observational and reflective practices to evaluate the implementation of universal differentiated teaching strategies.

Strategic Direction 2: Future focused pedagogy

Purpose

Through future-focused and evidence-based teaching strategies, students will be prepared for lifelong learning in a rapidly changing and dynamic post-school environment.

Improvement measures

Target year: 2024

Student engagement data demonstrates overall improvement in academic buoyancy, connectedness, critical and creative thinking.

Target year: 2024

Teaching and learning programs show evidence of being dynamic and challenging, engaging all in an agile learning environment. A whole school approach ensures the most effective evidence-based teaching strategies promote engagement and create learners who are flexible, resilient and responsible for their own learning.
SEF: Curriculum, Effective Classroom Practice

Target year: 2024

All teachers have a strong understanding of student data concepts. This data is used collaboratively in a distributed instructional leadership framework to set learning goals, monitor progress, inform planning, modify teaching practice and reflect on teaching effectiveness.

SEF: Data Skills and Use, Educational Leadership

Initiatives

Implementation of future focused strategies

Evaluate current programs and assessment through a future focused lens, encompassing the modes and dispositions of future focused learning. Embed future focused skills and strategies into teaching and learning programs to ensure all students achieve progress in critical and creative thinking skills, leading to improved engagement and outcomes.

- Establishment of professional learning communities and extensive training in collaboration, leadership and use of data to support research into future focused pedagogies.
- Review of policy and literature associated with the future of work, ACARA general capabilities, project based learning and a variety of other styles to assess suitability for whole-school and in class implementation.
- Ongoing measurement of student performance and the affect of future-focused pedagogy is planned and part of any longitudinal discussion regarding the affect on student engagement and performance.
- Piloting of strategies recommended in research to assess suitability for whole-school implementation
- Whole-school professional learning and collaborative planning to implement new strategies and assess their implementation through the use of classroom walkthroughs, quality teaching rounds and other observational and reflective processes
- Programming across years 7-12 and assessment tasks in particular adjusted to embed future focused pedagogical approaches and school organisational structures adjusted as needed to accommodate the implementation.

Success criteria for this strategic direction

Teaching and learning programs and assessment across the school show evidence of embedded future focused skills and strategies.

Student data shows increased levels of engagement and participation in learning experiences.

Evaluation plan for this strategic direction

Reflective Questions

Did the PLC effectively impact teacher collaboration and evidence-based decision making?

Did the future-focused pedagogical approaches have impact on student engagement and academic buoyancy?

Do students and parents feel a greater sense of understanding and preparation for their future post-school?

Data and Evidence

Evaluate evidence longitudinally of: attendance, N Warning, internal and external student assessment data.

Use of quality teaching rounds to evaluate the implementation of future-focused learning strategies.

Improving achievement in the ACARA general capabilities as measured by internal and external assessment tools.

Strategic Direction 3: Learning and wellbeing systems

Purpose

To ensure all students are valued, supported and empowered to succeed and build resilience through the development of school systems and practices that promote wellbeing and learning.

Improvement measures

Target year: 2024

Planning for learning is informed by research and valid data ensuring student learning and wellbeing needs are met, and that there is collective responsibility for student learning and success, which is shared by parents and students.

SEF: Wellbeing

Target year: 2022

Consistency in trend results with an overall uplift of 3% on target area regarding 90% and above attendance across the period, particularly related to attendance.

Target year: 2024

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and supported learning.

SEF: Wellbeing, School planning, implementation and reporting

Target year: 2024

All teachers have a strong understanding of student data concepts. This data is used collaboratively in a distributed instructional leadership framework to set learning goals, monitor progress, inform planning, modify practice and reflect on effectiveness.

SEF: Data Skills and Use, Educational Leadership

Initiatives

Systems and practices that promote learning and wellbeing

Evaluate current and new wellbeing programs ensuring there is a holistic and planned approach and processes support all students so they can connect, succeed, thrive and learn. Embed skills and strategies to ensure a school-wide, collective responsibility for student wellbeing and learning needs in consultation with parents/carers.

- Review of policy and literature associated with student learning and wellbeing- this includes a focus on the development of a shared understanding and definition of issues surrounding engagement and attendance and other barriers to optimal student performance.
- Auditing of current structures and practices at the school that relate to learning and wellbeing.
- Establishment of professional learning communities and extensive training in collaboration, leadership and use of data to support research into learning and wellbeing systems and practices.
- Ongoing measurement of student progress is planned and part of any longitudinal discussion regarding the affect on student engagement and performance of the systems and practices planned.
- Micro-pilots of strategies proposed (e.g. mentoring programs and mindfulness practice) to better assess systems and training required for implementation
- Whole-school professional learning and collaborative planning to implement new strategies and assess their implementation through the use of classroom walkthroughs, quality teaching rounds and other observational and reflective processes
- School organisational structures adjusted as needed to accommodate the implementation.

Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

The school is organised so that all students have opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Identified students have regular opportunities to engage in IEP processes and access additional supports.

Student participation in assessment and learning is visible in: a decrease in N -Warning letters, improved attendance and assessment data

Evaluation plan for this strategic direction

Reflective Questions

Did the PLC effectively impact teacher collaboration and evidence-based decision making?

Have learning and wellbeing systems effectively supported students and their families?

Is there greater evidence of collective responsibility for student learning and wellbeing?

Data and Evidence

Evaluate evidence longitudinally of relevant data, including: attendance, N Warning, internal and external student assessment data.

Use of quality teaching rounds, classroom walkthroughs and other observational and reflective practices to evaluate the implementation of learning and wellbeing systems.