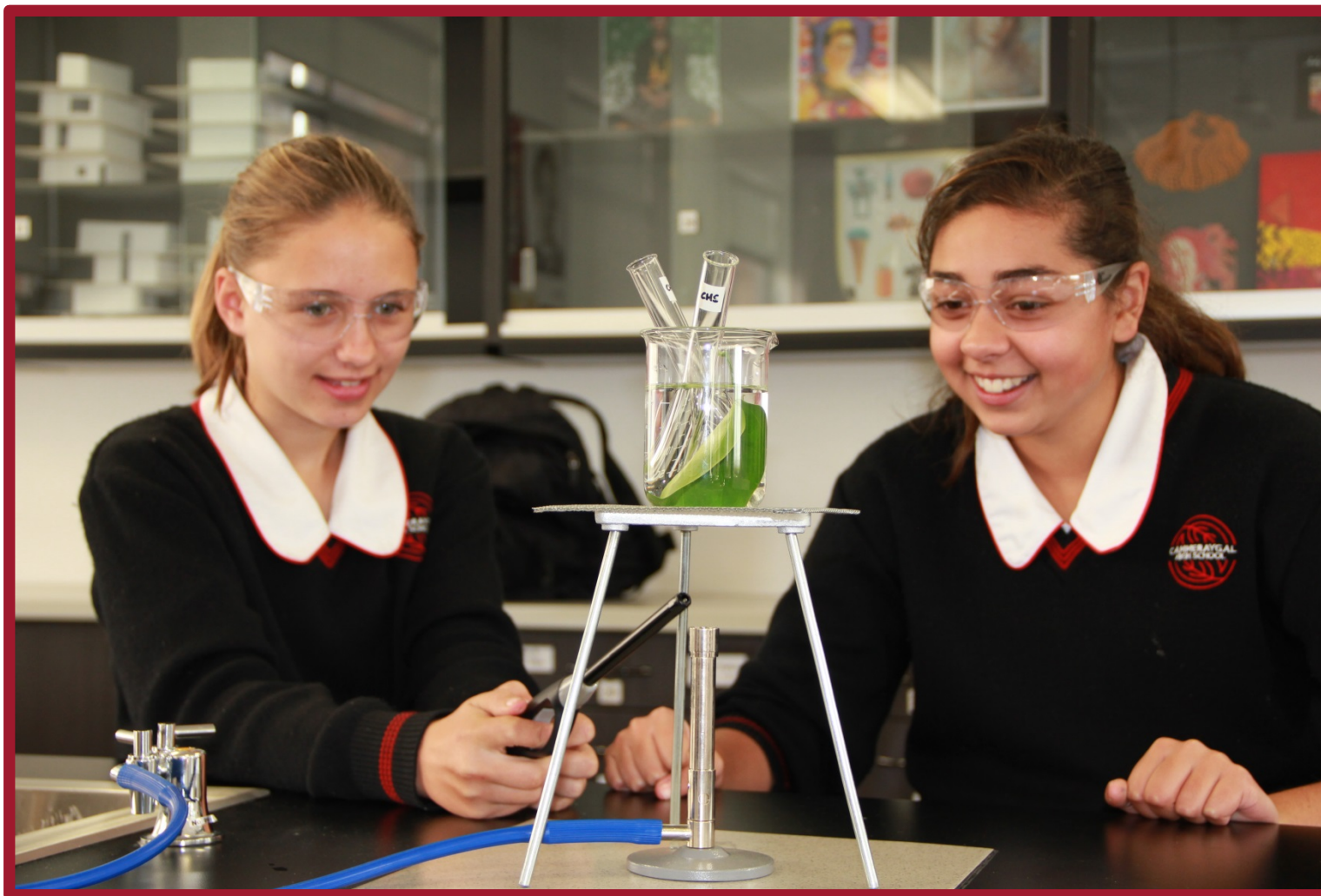


Cammeraygal High School 2015 – 2017



School Background 2015 - 2017

SCHOOL VISION STATEMENT

Cammeraygal High School's motto 'Empowered to Achieve' provides the platform for providing opportunities to develop the whole child's personal best through engagement with 21st Century learning that facilitates the development of respectful and responsible citizens, who are critical and creative thinkers.

SCHOOL CONTEXT

Cammeraygal High School is a new 7-12 comprehensive coeducational multi-campus High School, located in Crows Nest. It has commenced with an initial enrolment of up to 120 Year 7 students in 2015 and will continue to enrol other cohorts with each ensuing year. The school will reach its capacity across both campuses of up to 800 students with the enrolment of year 7 in 2020.

A highly energised parent community will support the school's initiatives, priorities and innovative programs which will include 21st Century education, creative and performing arts, technology for learning and student leadership programs. The school is currently working on the establishment of a collaboratively built school culture that provides learning opportunities for all students.

The school will have an emphasis on academic excellence and a strong reputation for delivering quality teaching and learning in an inclusive learning environment whilst fostering close links with neighbouring schools. The school will develop the whole student by offering a range of experiences to extend their skills and confidence.

SCHOOL PLANNING PROCESS

In 2014 and during Term 1 2015, a planning process was undertaken across the school to develop the school's identity and to establish practices that will enable its success. Evidence was collected through consultation with the school's stakeholders during the establishment of the school, and as an ongoing process. Data that will be utilised in the school plan will include NAPLAN, Andrew Martin testing, 'Tell Them From Me' Survey, and other data collected throughout the consultation process.

This evidence will be used to establish the three strategic directions which form the focus for the plan. Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through the implementation of the plan. The plan has been developed with input from the school executive, school staff, parents and community, including the student body.

School Strategic Directions 2015 - 2017

School Vision: Cammeraygal High School's motto 'Empowered to Achieve' provides the platform for providing opportunities to develop the whole child's personal best through engagement with 21st Century learning that facilitates the development of respectful and responsible citizens, who are able to be critical and creative thinkers.



STRATEGIC DIRECTION 1

Creative and engaged learners who are empowered to achieve.

STUDENT LEARNING

Purpose of Strategic Direction 1:

To establish learning opportunities that facilitate the development of skills that allow students to construct strategies that empower them to become successful learners. This is aimed towards enabling students to achieve their personal best.

STRATEGIC DIRECTION 2

Teachers who engage, challenge, and nurture all learners holistically.

TEACHER LEARNING

Purpose of Strategic Direction 2:

To establish a quality teaching and learning culture that is responsive to student voice and that establishes and embeds practices of differentiation and learning opportunities for all staff and students.

STRATEGIC DIRECTION 3

A culture of excellence, opportunity and inclusivity.

SCHOOL LEARNING

Purpose of Strategic Direction 3:

To engage all stakeholders in the continued establishment of the school's identity as a successful, high school of outstanding achievements in the lower North Shore of Sydney enhancing the development of the CHS values of respect, integrity, achievement, and responsibility.

Strategic Direction 1: Student Learning

Creative and engaged learners who are empowered to achieve.

PURPOSE

To establish learning opportunities that facilitate the development of skills that allow students to construct strategies that empower them to become successful learners. This is aimed towards enabling students to achieve their personal best.

IMPROVEMENT MEASURE/S

NAPLAN – student gain from Year 7 to Year 9 is equal or greater than gain from schools at the same starting point in reading, writing and numeracy

‘Tell Them From Me’ Survey – 5% reduction in the number of students lacking confidence in their skills and finding English, Maths and Science challenging.

3% reduction in the number of students who were confident in the skills but did not find classes challenging.

Andrew Martin Survey on motivation and engagement shows reduction in guzzler and muffler behaviours in individual students from year 7 into year 9.

Increased number of co-curricular clubs/opportunities and increased

PEOPLE

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

Students: Year 7-9 2015- 2017

Creative and engaged learners who are empowered to achieve. Students will have learning opportunities that facilitate the development of skills and capabilities, which allow students to access programs and strategies, empowering them to become successful learners.

Staff: All Teaching Staff

- All teachers will be provided with PL on how to embed differentiated teaching strategies that target all groups specifically evidenced by targeting GAT, EAL/D and learning support students.
- GAT and LS and EAL/D teams develop a range of strategies for the differentiation of assessment and teaching and learning to cater for the needs of all students.
- Teachers will work together to incorporate 21st Century learning skills to promote a collaborative, dynamic learning community.
- Teachers will develop a culture of collegiality and peer observation using the Quality Teaching Framework to encourage reflective, self-evaluative practice.
- Teachers will develop co-curricular programs and clubs to encourage student engagement, leadership and connection to a range of learning

PROCESSES

How do we do it and how will we know?

- Teaching and learning program template has been developed to embed strategies for differentiation for targeted groups and specific literacy strategies. Ratified by executive team at the end of Term 2 2015 for completion in Semester 2 2015, following professional learning support provided at SDD Term 3 2015.
- The development of differentiated quality assessment tasks and teaching strategies cater for GAT students, LAS and EAL/D students.
- Continued identification of targeted groups (GAT, LAS, and EAL/D) through testing and teacher observation.
- EAL/D GAT and LAS committees identify students and strategies to effectively meet learning needs and communicate to staff.
- Faculties will develop modified units with adjustments or modifications for these groups.
- Throughout 2015-2017 Year 7 to 9, all faculties develop modified and adjusted assessment and reporting schedules for these groups.
- Whole school approaches to the respectful use of technology, using social media and dealing with plagiarism.
- Continued development and introduction of co-curricular clubs and

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:

All faculties produce all teaching and learning programs on the whole school template, ensuring the identification of strategies for the targeted groups – GAT, EAL/D and learning support - in differentiation. Template also identifies assessment and reporting modifications/adjustments.

Map of student co-curricular and student voice activities is regularly published and activities evaluated to enhance student participation and opportunities.

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

Practices:

All faculties use an embedded language around strategies to differentiate and share strategies for targeted groups.

A strong embedded co-curricular program that incorporates student voice and student clubs becomes part of the school identity and practice for providing enrichment opportunities.

participation to 40% of students in a co-curricular program Programming template with embedded literacy and differentiation strategies are being used across the school in all years.

opportunities.

Parents:

Parents will develop confidence in participating with the teaching staff in the personal best monitoring and achievements of goal setting for their child.

Leaders:

The Executive team guide the Learning Support Team, GAT and EAL/D team to ensure continued focus on differentiation, that is being implemented for all students years 7-9 allowing for achievement of personal best.

Executive team develop whole school programming template and scope and sequence template to work with staff on meeting whole school priorities.

opportunities mapped to coincide with student interest and enrichment opportunities.

Evaluation Plan:

Analysis of NAPLAN, TTFM and Andrew Martin Survey will inform the directions and improvements required.

Whole school data will show an increasing level of student engagement in learning across all targeted groups.

Regular reporting against the milestones by the leadership team will inform feedback to cross faculty teams.

Strategic Direction 2: Teacher Learning

Teachers who engage, challenge, and nurture all learners holistically.

PURPOSE

To establish a quality teaching and learning culture that is responsive to student voice and that establishes and embeds practices of differentiation and learning opportunities for all staff and students.

IMPROVEMENT MEASURE/S

Andrew Martin Data– reduction in levels of student anxiety across all years 'Tell Them From Me' Data – A 3% reduction in the number of students reporting moderate to high feelings of anxiety and a 2% reduction in the number of students reporting moderate to high feelings of depression.

More students are able to respond to a variety of text types in appropriate ways.

PAT testing demonstrates gradual improvements in literacy capabilities across each year.

NAPLAN – student gain from Year 7 to Year 9 is equal or greater than gain from schools at the same starting point in reading and writing.

PEOPLE

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

Staff:

Literacy support team including LAST, English HT, interested staff, develop support documents for the teaching of text types to all students.

New teacher whole school induction each year, run by HT English.

Leaders:

- Executive induction program run by Principal each year
- Growth coaching training (all executive) to build leadership capacity
- MindMatters Action Team formed, Teacher Professional Learning to take place through whole school and faculty level discussion.
- QT framework and collegial observations using whole school template are used to develop a culture of shared practice.
- GAT and LS committees use professional learning and gather evidence from a range of sources to identify students who have additional learning needs. Committees provide strategies to establish best practice in meeting these students' needs in differentiation of the curriculum in classroom and in co-curricular groups.

PROCESSES

How do we do it and how will we know?

- Common language for literacy strategies teaching to be used across the school and embedded in all units of work.
- Literacy support materials provided to all staff for use in faculty planning and in classroom practices.
- Teacher training occurs on whole school programming. This is linked to strategic directions and linked to the PDPs and include negotiated class room observations using an agreed proforma developed by the school.
- All faculties provide an A4 summary of the scope and sequence used in all subject areas including student groups.
- All teaching staff work with faculty head teachers to place all faculty programs for year 7 and eventually years 8, and 9 onto the whole school programming template by 2017.

Evaluation Plan:

Analysis of NAPLAN, TTFM and Andrew Martin Survey will inform the directions and improvements required.

Data collected through PDP process to establish the nature of progress of teachers in implementing differentiated strategies and MindMatters.

Regular reporting against the milestones by the leadership team will inform feedback to cross faculty teams.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:

Literacy Guide for Students with explicit strategies being used across the whole school.

All faculties produce all teaching and learning programs on the whole school template, ensuring the identification specific literacy strategies to target the learning needs of all students.

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

Practices:

A common language and explicit strategies used for the teaching of literacy and text types across the whole school

Common language and framework for supporting positive mental health in students, which is used by all staff.

Improved confidence in leadership and decision making

Clarity of professional goal setting relevant to whole school and personal priorities

Classroom observations inform best teaching practices in terms of the QT framework and strategies to support differentiation and teacher's career development and or accreditation.

Strategic Direction 3: School Learning

A culture of excellence, opportunity and inclusivity.

PURPOSE

To engage all stakeholders in the continued establishment of the school's identity as a successful, high school of outstanding achievements in the lower North Shore of Sydney enhancing the development of the CHS values of respect, integrity, achievement, and responsibility.

IMPROVEMENT MEASURE/S

Increase in first choice enrolments for local area students to 75% by the end of 2017.

Andrew Martin data – new Year 7 students at the end of Term 1 are engaged and motivated and settling into the challenges of school life well.

Increased interaction and acceptance between social groups from different feeder schools in Semester 1 of Year 7, as evidenced through counsellor referrals and Sentral incidents (increase in positive and decrease in negative).

PEOPLE

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

Students:

Incoming year 7 students will be supported through Peer Support program with NSG and NSB (until 2017, when CHS year 9 students will take that role). They will also be supported by the YA, who will work with feeder schools on Transition Team to identify students at risk and form cohesive class groups. YA, LAST and HT T&L will establish ongoing Study Skills transition program to be run in ALP in Term 1 with ongoing follow up in Roll Call periods.

Staff:

Established Transition Team to include all exec, Year Advisers, counsellor and LAST.

Transition Team will form a learning community with representatives from feeder schools to ensure continuity of curriculum and pedagogy and sharing of wellbeing data.

Parents:

Prospective parents will be actively included in transition activities by both the school and the P&C. The Parent Portal will be utilised to involve parents in goal setting and study skills for their year 7 students.

Community Partners:

Transition team will work with the community of feeder schools to establish and maintain productive partnerships where wellbeing information can be

PROCESSES

How do we do it and how will we know?

Transition team established with regular meeting times. Transition team will meet with feeder schools to establish areas of need and interest among students and allow for class composition that enhances integration of feeder schools.

Transition Action Plan established to ensure that all feeder schools are included in a variety of activities for year 6 and 5 students on the school site, to enhance confidence of students and build connections between students and staff.

Establishing of links with local council and indigenous groups (AECG) to determine patrons and linkages between CHS these groups establishing cultural significance of these linkages.

Establishing links with the White Ribbon association to make CHS a White Ribbon school community to enhance the value of respectful relationships between the genders.

Evaluation Plan:

Analysis of Andrew Martin Survey will inform the directions and improvements required.

Regular reporting against the milestones by the leadership team will inform feedback to cross faculty teams.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:

By end of 2017, the school is the first choice High School for the students in our feeders, and has a waiting list for out-of-area students.

By the end of 2017, 75% of in-area students have Cammeraygal High School as their first choice.

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

Practices:

Meaningful and ongoing links with feeder primary schools are established. This entails curriculum alignment to avoid repetition and ensure complementarity, shared pedagogy and a pedagogical continuum appropriate to our students, shared wellbeing approaches to target the needs of students at risk, and the development of learning management strategies for students and parents to support their engagement in a new environment.

Students in Years 5 and 6 have multiple opportunities to engage with the school and anxiety is alleviated about transition.

Incoming Year 7 students have an ongoing induction which addresses their social and personal needs and reduces their concerns, and they are supported in the

continually shared. Regular meetings between Transition Team representatives of CHS and relevant people at feeder schools through the year to ensure curriculum alignment, meaningful and engaging activities for students, etc.

wellbeing and academic challenges they face in coming to high school.

School has demonstrated links with the White Ribbon association to promote and celebrate respectful language and behaviours between boys and girls in all areas of the school