School plan 2018-2020

Cammeraygal High School 8910

CAMMERAYGAL
HIGH SCHOOL
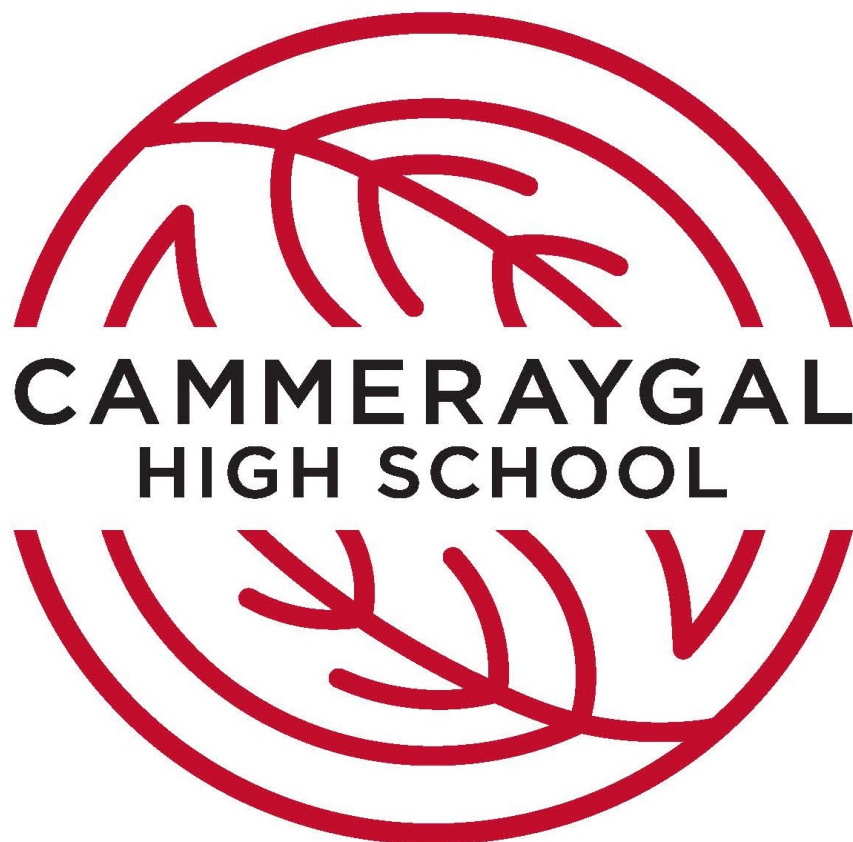
EMPOWERED
TO ACHIEVE

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 learning that facilitates the development of respectful and responsible citizens, who are critical and creative thinkers. To achieve this, we will develop a cohesive multi–campus high school where the transition and engagement of students, staff and the community is embedded into the fabric of school life.

School context

Cammeraygal High School is a growing 7–12 comprehensive coeducational multi–campus high school, located in Crows Nest. It commenced with an initial enrolment of up to 120 Year 7 students in 2015 and has continued to enrol other cohorts with each ensuing year. In 2018 Years 7, 8, 9 and 10 cohorts are enrolled at the school, with a student population of 502. The school will reach its capacity across both campuses of up to 1100 students with the enrolment of Year 7 in 2020.

A highly engaged parent community has continued to support the school's initiatives, priorities and innovative programs which includes personalised education practices, creative and performing arts, technology for learning and student leadership programs. The school continues to develop a collaboratively built school culture, that provides learning opportunities for all students.

The school has 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 develops the whole student by offering a range of experiences to extend their skills, confidence and overall wellbeing.

School planning process

The school continued to engage our staff, students and parent body in the planning process which now encompasses Stages 4, 5 and 6 in 2018. Evidence continued to be collected through consultation to evaluate the progress and success of the school up to the end of the previous school plan in 2017. Data that has been utilised in the school plan includes NAPLAN and PAT testing, the '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 for 2018–2020. 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 2018–2020

STRATEGIC DIRECTION 1
Engagement: engaged, resilient and motivated learners

STRATEGIC DIRECTION 2
Transition: students, staff and space

STRATEGIC DIRECTION 3
Cohesion: culture, pedagogy, community

Purpose:

To establish personalised and differentiated learning opportunities that allow all students to construct strategies that empower and challenge them to become confident and successful learners. This is aimed towards enabling students to achieve their personal best.

Purpose:

To develop and consolidate transitional processes and practices for students and staff across a multi–campus learning environment to enable all stakeholders to maintain focus on successful teaching and learning.

Purpose:

To continue to engage all stakeholders in establishing a cohesive, multi–campus school that shares a common vision for applying a holistic approach to providing excellence in comprehensive secondary education. To continue to embed the CHS values of respect, integrity, achievement, and responsibility.

Strategic Direction 1: Engagement: engaged, resilient and motivated learners

Purpose

To establish personalised and differentiated learning opportunities that allow all students to construct strategies that empower and challenge them to become confident and successful learners. This is aimed towards enabling students to achieve their personal best.

Improvement Measures

Formative assessment is embedded in the practice of 100% of teaching staff.

Progress of students in targeted group is in line with the progress of students across the school.

100% of students have participated in stage–appropriate targeted wellbeing initiatives.

People

Leaders

Leaders are given opportunities to participate in monthly professional learning as part of the teaching and learning community. They are given sufficient time to implement the pilot program, and interpret and analyse internal and external data in relation to targeted groups.

The wellbeing team adopt a coordinated approach in developing the CHS wellbeing matrix, using focus groups to inform its direction and evaluate its success.

Students

Students build their understanding of formative assessment and the positive impact on learning delivered by the T&L community, through opportunities to be involved in its evaluation. Appropriate personalised learning plans are developed, with a focus on students' resilience and motivation.

Staff

Staff develop understanding of formative assessment strategies through professional learning and faculty meetings. They demonstrate support for assessment and wellbeing initiatives and embed these into their practice.

Processes

To implement formative assessment practices that engage all students in the classroom via the establishment of a Teaching and Learning Community drawing on the work of Dylan Wiliam.

To continuing identifying targeted groups (GAT, LAS and EAL/D), explicitly codifying teaching and assessment strategies in T&L programs, using the whole school template and assessment and reporting practices.

To establish a strategic and targeted program of wellbeing initiatives designed to promote resilience and develop protective factors for students.

Evaluation Plan

Formative assessment practice will be evaluated through analysis of teaching programs, surveys of stakeholders, and classroom observation data.

Progress of students in targeted groups will be evaluated through analysis of internal and external assessment and reporting data, including NAPLAN and PAT.

Effectiveness of the CHS wellbeing initiatives will be evaluated by key stakeholders, including staff and students.

Practices and Products

Practices

Pilot group embed formative assessment practices into their teaching practice.

Pilot group share successes and challenges in their implementation of formative assessment practices.

Teachers engage in peer observations within a culture of collegiality.

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

A wellbeing scope and sequence of stage–appropriate initiatives is created and implemented.

Evaluation procedures for wellbeing initiatives is developed.

Products

Teaching and learning programs make explicit reference to formative assessment strategies using the CHS program template.

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

One initiative per year group will be implemented per term as part of the CHS wellbeing matrix.

A wellbeing calendar on the school website is created and maintained.

Strategic Direction 2: Transition: students, staff and space

Purpose

To develop and consolidate transitional processes and practices for students and staff across a multi–campus learning environment to enable all stakeholders to maintain focus on successful teaching and learning.

Improvement Measures

Demonstrated growth in student writing.

The majority of teachers have opportunities to engage with Stage 6 curriculum, pedagogy and performance standards.

Student and staff retention is high. Students, staff and parents report high levels of satisfaction.

People

Leaders

A consistent approach in regards to literacy is promoted, where the teaching of extended writing is valued and there is an expectation of improvement in literacy standards across the school. Instructional leadership on teaching writing skills is enhanced, both within KLAs and across the school.

The school executive adopt a coordinated approach in promoting the second campus to existing students, potential new enrolments, and members of the community.

Staff

Staff are made aware of, and accept, the opportunities presented by the second campus, through discussion at staff and faculty meetings.

Teaching staff build skills in delivering the Stage 6 curriculum through internal and external professional development opportunities.

Teaching staff build skills in explicitly teaching extended writing, through targeted professional development opportunities and supports.

Students

The students build skills to self–assess their writing.

The student body is consulted on the development of the second campus.

Processes

To develop the extended writing skills of all students through the explicit teaching of writing skills in each KLA.

To develop the capacity and readiness for teachers to successfully deliver the Stage 6 curriculum in 21st Century learning spaces.

To develop a second campus to meet the evolving needs of the school, involving an exploration of alternative educational models to facilitate and maximise student opportunity.

Evaluation Plan

Progress towards improvement measures will be evaluated through the implementation of a consistent, visible, whole–school approach to teaching of extended writing skills, building student and teacher confidence. Classroom evaluation data, staff responses in TTFM surveys, and teaching and learning program supervision, will also be monitored.

Practices and Products

Practices

Teachers use NAPLAN and PAT data to identify areas of improvement and develop effective strategies.

Teachers plan for explicit teaching strategies relevant to their KLA to develop extended writing skills.

Teachers demonstrate consistent teacher judgement in aligning student work to performance band descriptors.

Teachers successfully develop and deliver the Stage 6 curriculum.

Products

Stage 6 programs reflect a range of strategies to target GAT, LAS and EAL/D learners.

All programs include targeted literacy strategies relevant to KLAs.

A second campus is physically resourced.

The school has an established system of transitioning staff and students across the two campuses.

Strategic Direction 3: Cohesion: culture, pedagogy, community

Purpose

To continue to engage all stakeholders in establishing a cohesive, multi–campus school that shares a common vision for applying a holistic approach to providing excellence in comprehensive secondary education. To continue to embed the CHS values of respect, integrity, achievement, and responsibility.

Improvement Measures

PEDAGOGY: The majority of staff are engaged in teaching Stages 4, 5, and 6, and involved in professional learning by 2020.

PEDAGOGY: All staff across the two campuses participate in whole–school and faculty meetings and events.

COMMUNITY: Stakeholders have a high level of understanding of wellbeing policy, processes, projects, and personnel in the two campuses.

COMMUNITY: High levels of student participation in whole–school activities.

People

Leaders

The school executive clearly and consistently communicate the school vision and pedagogy of Cammeraygal High School, to all stakeholders.

The school executive lead the development and implementation of centralised faculty procedures.

The school wellbeing team investigate whole school program for developing a common language and approach to enacting respectful relationships in the school community

Parents/Carers

Parents and Citizens develop an understanding of the underpinning values and vision for the school. They demonstrate support for the school's initiatives and are active partners in embedding these into the school culture.

Students

Student voice and leadership assists to communicate a common values and strategies to all students. They are supported and empowered as active participants in the development of the cohesive school culture.

Processes

CULTURE: To devise and implement a project to develop respectful relationships among all members of the school community: student to student, student to staff, staff to student, staff to staff, parent to staff, staff to parent. To determine systems and practices that ensure continuity in pedagogy and approaches to wellbeing across all school years on two campuses.

PEDAGOGY: To develop and implement faculty handbooks with consistent procedures, to ensure consistent teaching practices and processes across the whole school.

COMMUNITY: To investigate opportunities for whole school interactions, include weekly staff and faculty meetings, and cultural events including Presentation Days, assemblies, and school carnivals.

Evaluation Plan

Progress towards these improvement measures will be evaluated through parent, staff, and student 'Tell Them From Me' surveys, student behaviour data analysis, evaluation of school processes and procedures; evaluation of classroom environments; evaluation of student participation in whole–school activities; and enrolment and retention rates for staff and students.

Practices and Products

Practices

CULTURE: All members of the school community use a common language as underpinned by school values (respect, integrity, achievement and responsibility). A Respectful Relationships program is developed and implemented. All staff, students, and parents are supported in their understanding of the program.

PEDAGOGY: All teachers use the centralised programs, assessments, reports, and markbooks.

COMMUNITY: Whole school events are maintained on a regular basis.

Products

Consistent and effective communication processes across the campuses.

Confidence from students, parents and staff that the school has a cohesive structure and vision across two campuses, bound together by a common approach as one school.

A common, whole–school culture and approach to pedagogy and wellbeing.