

School plan 2015-2017

Cabramatta High School 8209



School background 2015–2017

School vision statement

SCHOOL VISION:

Our students are our main concern.

Striving for Excellence. Serving the Community.

The school and its community will provide each student with a quality education, develop the talents and interests of all students, and help them to participate as responsible members of society.

VALUES AND BELIEFS:

We value excellence in all our endeavours – academic, social, cultural and sporting.

We value active and co-operative participation by parents and community in the education programs of the school.

We value a positive, caring school environment for staff, students and parents.

We respect the individual and his/her right to learn and develop as a contributing member of society.

We recognise cultural diversity and value its contributions to the school and the nation.

We believe that the school must offer the opportunity for all students to develop their full potential as individuals.

We believe that the school must be prepared to respond to changes in education and society.

School context

Cabramatta High School is situated in South West Sydney. Our school education network is Fairfield. The school was established in 1958 as a comprehensive, coeducational high school. The Intensive English Centre was established in 1978 as part of the school. A special education unit for students with intellectual disabilities was introduced to the school in 1996.

Currently the school has over 1480 pupils and 158 teaching and non-teaching staff members. The school attracts a high number of international students and retains the majority of students exiting the IEC. Ninety-seven percent of our students are from language backgrounds other than English with a high proportion from South East Asian countries. In total there are 43 language groups in the student body. Currently there are 100 students who are identified as coming from a refugee background. There are seven students of Aboriginal background.

The school is supported through equity funding. This funding provides substantial resources to support student learning, community participation and school accountability.

The community is aspirational and upon completing school, students exit with an average of 50% accessing university and a further 35% studying at TAFE or private colleges. The remainder are employed in the workplace or seeking employment.

The school has learning partnerships with over 50 community organisations including businesses and service organisations. The school students are involved in a number of student leadership groups including LEOs, Red Cross, Student Representative Council and the Environment Group committee.

School planning process

Cabramatta High School has a consultative approach to the development of all school plans.

The school self evaluation teams undertake a rigorous examination of school programs. The process uses both qualitative and quantitative data gathered using surveys, forum discussions, data analysis and the faculty review process. These teams present findings to the school executive, staff and parent council.

Parents and community representatives participate in identifying areas of priority and developing plans via the School Council which meets twice a term. Interpreters allow the parents to discuss and communicate school planning in seven community languages.

Student ideas and feedback are included in the planning process through the Student Representative Council and the Tell Them From Me Survey. The school captains meet with the principal on a weekly basis to inform school planning and evaluation.

During school development days, the teaching and non-teaching staff develop strategies to meet the school strategic directions.

The school executive formulate school plans informed by internal and external data, consultative processes and the School Excellence Framework. Cabramatta High School sets high expectations for academic achievement, student growth, leadership, wellbeing and citizenship.

School strategic directions 2015–2017



Purpose:

Students engage with a quality, innovative education that equips them to engage critically with concepts.

Students are self aware, build positive relationships and actively contribute to the school, the community and the society in which they live.



Purpose:

Invest in sustainable professional learning programs that value building capacity and resilience.

Teachers are aware of and address the needs of identified student groups and individuals with a common purpose towards a culture of inclusivity.



Purpose:

To enhance transition and promote positive relationships between the school and the community.

To further enhance the standing of the school in the local and wider community.

Strategic Direction 1: Unlocking student potential

Purpose

Students engage with a quality, innovative education that equips them to engage critically with concepts.

Students are self aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Improvement Measures

- 80% of students are engaged in learning
- 80% of students show scaled growth scores above state average in a variety of external and internal measures including NAPLAN literacy and numeracy

People

Students

Students become more critical thinkers.

Staff

Teachers trained in higher order thinking and accept responsibility for student development.

Parents/Carers

Parents/Carers understand that educational outcomes are linked to holistic child development.

Community Partners

The community has a planned and proactive engagement with the school community.

Leaders

Leaders have a commitment to a culture of high expectations and a responsibility for student engagement.

Processes

1. Higher order thinking

Year 7 – 10 literacy lessons

Numeracy strategies embedded across KLAs

Year 7 – 12 study skill seminars

Teacher and executive professional learning

Parent and community partner seminars

Students set own learning targets with an awareness of critical thinking

Student directed project teams

2. Quality engagement and student wellbeing

Curriculum enhancement opportunities including sporting, the arts, mentoring, wellbeing and peer based programs

Evaluation and renewal of positive student recognition programs

Community of schools with partner public schools(See Strategic Direction 2)

Evaluation Plan

Tell Them From Me survey

Faculty surveys

NAPLAN data

HSC data

End of topic student surveys

Practices and Products

Practices

Faculties produce rich learning tasks

Quality teaching linked to individual needs and syllabus documents

Curriculum enhancement programs

Student welfare team drives renewal processes

Recognition of student achievement

Products

80% of students are engaged in learning

80% of students show scaled growth scores above state average in a variety of external and internal measures including NAPLAN

Successful completion of faculty rich learning tasks

Students self directed learning

Strategic Direction 2: Responding to teacher professional learning needs

Purpose

Invest in sustainable professional learning programs that value building capacity and resilience.

Teachers are aware of and address the needs of identified student groups and individuals with a common purpose towards a culture of inclusivity.

Improvement Measures

100% of teaching staff have achieved their professional learning goals

Classroom practice reflects individual student needs being addressed

People

Students

Continually identify learning and social needs of students

Staff

Staff embrace concept of holistic education of individuals and groups of students

Professional engagement with continuum of learning

Cyclic professional learning addressing identified student groups

Whole school approach to student wellbeing

Parents/Carers

Parents/Carers build a common language of student support

Community Partners

Shared professional learning with COS

Formalised links for students and staff in COS

Leaders

Executive professional learning

COS leadership refresh and implement common goals

Effective use of school and system expertise

Processes

1. Continuum of learning

(COL) is within and beyond the school and includes strategies such as:

Literacy representatives, numeracy representatives and faculty champions

Differentiation projects including PLPs

Community of Schools (COS) working group

Develop role of faculty champions linking with COS partner primary schools

2. Leadership

Higher order thinking development

Taking care of self and others

Professional Development Framework (PDF) and Accreditation

Refresh 2IC program

Formalized capacity building program including "building experts"

Coaching

Evaluation Plan

Classroom observation

Faculty reviews with a focus on differentiation

PDF

Teacher accreditation rates and levels

Practices and Products

Practices

Students entitled to PLPs will receive one

Teachers differentiate curriculum

Teachers leading teachers

Differentiated PL program for all staff

Products

100% of teaching staff have achieved their professional learning goals

Classroom practice reflects individual student needs being addressed

K-12 learning environment

In-school experts in a range of fields

Strategic Direction 3: Productive and authentic community relationships

Purpose

To enhance transition and promote positive relationships between the school and the community.

To further enhance the standing of the school in the local and wider community.

Improvement Measures

Increase in percentage of eligible COS primary student enrolment at CHS to 95%

Students articulating and acting upon a wider range of post school choices and opportunities

People

Students

Student leaders value the link with COS and provide mentoring to others

Students demonstrate social consciousness and take opportunities to actively contribute to the wider community

Staff

Embrace professional relationships within the COS

Staff engage in the community

Parents/Carers

Parents/Carers value the needs based workshops in critical areas

Parent connectivity – parents choose to connect with the schools in a variety of ways

Community Partners

Community partners contribute to school standing and student outcomes

Leaders

School, student, parent and community leaders actively connect and promote the cohesion of the community

Processes

1. Enrich school standing

School promotion activities including:

- parent workshops
- student talent showcase
- student charitable endeavours
- marketing
- community partnerships e.g. ABCN
- promotion through professional networks

2. Transition projects

Community of Schools and Continuum of Learning (see Strategic Direction 2)

Post school destination project – tracking

Senior engagement project

University outreach

Evaluation Plan

Progress, exit and post-school surveys

Enrolment, attendance and retention data

Data collection from parent feedback

Practices and Products

Practices

Regular and scheduled parent workshops on a range of agreed topics

Parent communication enhanced by multi-modal effective methods of communication

Senior Engagement team provide personalised support for each senior student

Regular, reciprocal and scheduled interactions with the partner primary school communities to meet a broad range of

Products

Increase in percentage of COS primary student enrolment at CHS

Students articulating and acting upon a wider range of post school choices and opportunities

Integrated marketing strategy for COS