School plan 2015 – 2017

Planning template

Condell Park High School
School background 2015 – 2017

SCHOOL VISION STATEMENT

Condell Park High School (CPHS) is dedicated to providing a world class education that supports students to achieve and operate to their capacity as 21st Century citizens. Our teachers form a dynamic team and are experts in catering for the complex and emerging needs of our students. The school values and nurtures the individuality and strengths of all students and is committed to investing in effective partnerships with parents, students, teachers and the wider community, who reflect and celebrate our shared values of inclusivity and diversity.

SCHOOL CONTEXT

Condell Park High School is located near Bankstown airport in Sydney’s south-west and services the learning and welfare needs of 684 students (89.9% LBOTE). It is a co-educational, comprehensive secondary school that prides itself on providing an inclusive learning environment for its low SES multicultural student base. Our teaching staff is experienced, innovative and devoted to meeting the diverse needs of our students.

The school motto: ‘The Future is Ours’, highlights our commitment to providing quality teaching and learning experiences. This is realised in the classroom and beyond, by preparing our students academically and socially for their post-school futures. The school offers a well-balanced, holistic curriculum with a wide range of academic, vocational, sporting, creative and co-curricular experiences. Our Support Unit (Autism) provides a nurturing and structured setting for students with special needs, reflecting the inclusive capacity and philosophy of the school.

The school has undergone significant refurbishment to secure up-to-date facilities for student and teacher use. Our school hall has a new lighting and sound system and all learning spaces have access to state of the art technology, including interactive whiteboards (IWBs).

The pedagogical context of the school has been driven by its commitment to providing quality education to its school community and preparing our students to compete in the 21st Century context.

The core focus of the school over the next year is to implement and embed strategic programs that will pursue the school’s strategic directions. These include:

- Whole school data analysis to inform and secure effective teaching and learning practice and student outcomes with particular focus on strength in Literacy and Numeracy; and
- Staff and student proficiency in Information and Communication Technology (ICT) as a resource to empower, engage and inform learning.

SCHOOL PLANNING PROCESS

The school applied a broad range of tools in its evaluation and consultation process to identify the strategic directions that will inform school planning in 2015-2017. The National Tool for School Improvement, and the Tell Them From Me survey reports were employed to gather evidence about school practices and performance.

Analysis of student achievement data (NAPLAN and HSC) were vital in outlining the relationship between student development and future planning, including refinements to current strategies and initiatives. Lesson observations were also conducted to provide deep understanding of the application of current initiatives such as Teaching English Language Learners (TELL) and Improving Literacy and Numeracy National Partnerships (ILNNP) within real classroom settings.

The synthesis of these results and those eventuating from surveys and consultation with teachers, parents and students, formed the basis in guiding the school’s executive to devise initiatives, interventions and the future direction of the school.

The targets for school improvement outlined in this plan are the result of these consultations.
School strategic directions 2015 - 2017

This page identifies the three strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimensions of the school excellence framework.

STRATEGIC DIRECTION 1
LEARNING
Learning is valued, engaging and prepares students for the 21st Century context.

Purpose: To foster a proactive, engaging learning environment that has high expectations and supports students to achieve their capacity within our 21st Century context. Students will be successful learners, confident creative individuals and informed global citizens.

STRATEGIC DIRECTION 2
TEACHING
Teaching is dynamic, innovative and impactful, delivered by engaging teachers who lead, embrace and respond to change.

Purpose: To build teacher capacity to be creative, dynamic facilitators of quality learning experiences. Teachers will be responsive to students’ needs, promote high expectations and be guided by rich data to inform teaching practices in order to improve student outcomes.

STRATEGIC DIRECTION 3
COLLABORATING
Collaborating in our community is informed, inclusive and promotes excellence, achievement and personal best.

Purpose: Collaborative efforts will be invested into building upon effective partnerships with parents, students, teachers and the wider community that reflect and celebrate our shared values of inclusivity and diversity. All stakeholders will contribute towards the development of ethical and resilient global citizens.
Strategic direction 1: Learning is valued, engaging and prepares students for the 21st Century context.

PURPOSE: To foster a proactive, engaging learning environment that has high expectations and supports students to achieve their capacity within our 21st Century context. Students will be successful learners, confident creative individuals and informed global citizens.

PEOPLE

Students will become leaders in their own learning experiences and actively participate across the breadth of the curriculum. Students will develop 21st Century capabilities in order to become productive global citizens.

Staff will deliver quality curriculum through innovative, engaging programs and teaching practices that address the diverse learning needs of the students.

Parents will be provided with opportunities to develop confidence to undertake an active and constructive role in the development of student learning journeys.

PROCESSES

Whole School Programs:
Qualitative and Quantitative data informs and reflects Quality Teaching (QT) principles and pedagogy in:
- Australian Curriculum programming, assessment and reporting; and
- differentiation of teaching and learning programs across Key Learning Areas (KLAs) to cater for students’ diverse learning needs.

Australian Curriculum General Capabilities are embedded into CPHS teaching and learning programs with specific focus on building the capacity of staff to:
- Review and refine Stages 4 and 5 Teaching and Learning programs in line with Australian Curriculum General Capabilities:
  - Literacy
  - Numeracy
  - Information and Communication
  - Technology (ICT) capability
  - Critical and creative thinking
  - Personal and social capability
  - Ethical understanding; and
  - Intercultural understanding.

- Incorporate and intensify student use of Information and Communication Technology (ICT) within all KLAs.
- Sustain whole school Literacy initiatives (TELL and ILNNP).
- Support teachers through modelling and mentoring in real settings.
- Incorporate Numeracy across all KLAs.

PRODUCT AND PRACTICES

Product: Students demonstrate improved competence and self-direction in accessing the content across all KLAs.

Practices: Explicit Literacy, English as an Additional Language or Dialect (EAL/D) and ICT strategies are embedded within all KLA programs.

Practices: Teachers are trained and supported to analyse and use data to inform teaching and learning.

Product: Students apply Numeracy principles with confidence across all KLAs.

Practices: Numeracy is incorporated across KLAs and made relevant for real world situations.

Product: Students demonstrate improved writing, reading and comprehension skills.

Practices: ILNNP principles and teaching strategies are maintained and implemented.

Product: Students demonstrate improved writing and Numeracy skills across KLAs.

Practices: The Numeracy Action Plan is maintained and implemented.

Product: Students creatively utilise a broad range of ICT to access and communicate information.

Practices: Teachers integrate effective use of ICT within all teaching and learning programs and teaching practices.

Product: Year 11 students develop skills as outlined in the school’s cross KLA study skills continuum.

Practices: All faculties consistently incorporate teaching strategies from the study skills continuum within the delivery of their teaching and learning programs.

Product: Targeted students are provided with individualised assistance to become successful learners.

Practices: Teachers, in collaboration with parents, ensure students achieve success in their learning.

Improvement Measures

Students demonstrate active participation and engagement in their own learning as evidenced by the following:

- 60% of Year 9 students will achieve greater than or equal to expected growth in Literacy and Numeracy in NAPLAN.
- 8T data based on the Literacy Continuum will demonstrate progress for all students in the targeted cohort.
- A minimum of 20% of Year 10 students will accomplish an A or B in the Record of School Achievement (ROSA).
- A ranking of A or B will be accomplished by at least 20% of all students in Year 11.
- 20% reduction in the number of students achieving a Band 1 in the HSC.
- 20% increase in the number of students represented in Bands 5 and 6 in the HSC.
- 20% increase in the proportion of students successful in gaining a university placement.
- 100% of students will make a successful transition to post-school pathways.
- Australian Curriculum programs will reflect practices that capitalise on students’ cultural heritage.
Targeted programs to support student learning include:

- targeted classes for English as an Additional Language or Dialect (EAL/D), refugee and learning support students;
- individualised learning assistance addressed through consultative processes with parents for the following:
  - gifted and talented students
  - Aboriginal students
  - students with learning difficulties
  - students with disabilities; and
  - learning support programs for students in the mainstream and within the Support Unit (Autism).
- International Students Program.

assist in the development and implementation of Individual Learning Plans (ILPs) for targeted students. **Practices:** Students are supported in group tuition situations through the school's Homework Centre and the Centre for Learning and Leadership Development (CLLD) initiative.

- Student assessments and exam data will be used to analyse student progress and identify success of interventions.
Strategic direction 2: Teaching is dynamic, innovative and impactful, delivered by engaging teachers who lead, embrace and respond to change.

**PURPOSE:** To build teacher capacity to be creative, dynamic facilitators of quality learning experiences. Teachers will be responsive to students’ needs, promote high expectations and be guided by rich data to inform teaching practices in order to improve student outcomes.

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<td>Students will participate in an engaging learning environment where they are inspired to produce quality work and achieve the best learning outcomes.</td>
<td>Teacher Assessment and Review Schedule TARS) and Executive Assessment Review Schedule (EARS) and leadership development through:  - Professional Learning Plans (PLPs)  - Developing and sustaining leadership in school professional learning initiatives, focusing on training and modelling practices in:  - data analysis, used to inform teaching practices  - Quality Teaching principles  - EAL/D pedagogy  - The Literacy Continuum to map student progress; and  - ICT.</td>
<td>Product: All teaching staff are supported and evaluated through the TARS and EARS processes.  Practices: TARS and EARS processes will be refined to incorporate all school priorities.</td>
<td>TARS / EARS processes are agreed upon and implemented.</td>
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<td>Staff will play a dynamic role in their own learning growth and that of their students. Staff will undertake ongoing professional learning in developing themselves and others, building capacity and sustaining leadership.</td>
<td>Targeted assistance for early career teachers and teachers working towards higher levels of accreditation.</td>
<td>Product: All staff are engaged in professional learning that aligns with identified needs in their Professional Learning Plans (PLPs).  Practices: All staff will have PLPs that are supported by the executive and senior executive.</td>
<td>Improved classroom pedagogies that reflect identified needs from PLPs are evident.</td>
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<td>Parents will have a comprehensive understanding of the demands of their children’s education.</td>
<td>Building the capacity of parents in order to support their children’s learning.</td>
<td>Product: All staff demonstrate capacity to lead as part of their roles and responsibilities within the school context.  Practices: All staff will be supported to undertake leadership roles and responsibilities at the classroom, faculty and whole school levels.</td>
<td>All KLA programs reflect explicit use of Quality Teaching principles and EAL/D pedagogy.</td>
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Engaging the students in appropriate technologies to access the curriculum.

Product: Establishment of Milestone faculty groups aimed at driving the school’s strategic directions and evaluating them.  Practices: All staff will undertake an active leadership role through group participation to achieve school directions.

Product: Staff are confident in the analysis and use of data, the implementation of Quality Teaching, in EAL/D pedagogy and in using the Literacy Continuum to achieve improved student outcomes.  Practices: All staff will pursue and maintain professional learning in the analysis and use of data, the implementation of Quality Teaching principles, EAL/D pedagogy and the Literacy Continuum.

Product: All teachers align teaching practices with the Australian Professional Teaching Standards and are consistently working towards achieving their accreditation, maintaining their accreditation or seeking higher levels of accreditation.  Practices: Teachers will be supported and provided with opportunities to be successful at various levels of their accreditation.

Increased participation levels of parents in Parents and Citizens (P&C) meetings, parent workshops, parent teacher evenings and parent information evenings.

Implementation of ICT applications is explicitly embedded within Australian Curriculum programs.

Implementation of ICT applications is reflected in teaching registers.
Product: Teachers are successfully embedding the use of ICT in teaching, learning and assessments.
Practices: Teachers will be supported and provided with professional development opportunities in the use of ICT applications.

Product: Parents are informed active participants in their children’s learning.
Practices: Parents are provided with information about the Australian Curriculum subject areas and mandatory requirements, teaching programs, whole school initiatives and school progress.
Strategic direction 3: Collaborating in our community is informed, inclusive and promotes excellence, achievement and personal best.

**PURPOSE:** Collaborative efforts will be invested into building upon effective partnerships with parents, students, teachers and the wider community, that reflect and celebrate our shared values of inclusivity and diversity. All stakeholders will contribute towards the development of ethical and resilient global citizens.

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| Students are provided with the framework to develop and maintain a sense of belonging, pride and ownership within the school community. Staff demonstrate an appreciation of cultural diversity, work collaboratively with the wider community and are provided with leadership opportunities in meeting whole school directions. Parents are provided with a framework where communication is open and they have opportunities to play an informed and active role in whole school life and student learning. | Key school programs that provide students with opportunities to positively contribute to the school culture as leaders and productive members of the school community are consolidated. Student accomplishments are celebrated to inspire a culture of success. School improvement is managed, monitored and refined through collaborative efforts by school established Milestone faculty groups. The school’s cultural diversity is appreciated and recognised by all stakeholders in the school community. Partnerships between the school and the wider community, including primary schools, universities and businesses are maintained and built upon. Parent and community engagement is enhanced through streamlined approaches in communication, collaboration and involvement in school life. | **Product:** Students develop a strong affinity with their school community and display leadership in all aspects of school life. **Practices:** Opportunities will be provided for student voice in a broad range of extra-curricular initiatives. **Product:** Cultural diversity is respected and valued resulting in a cohesive school community. **Practices:** The school community will be characterised by strong relationships that promote learning and social connectedness:  
  - Students’ cultural capital will be utilised as a tool for learning and for inclusive curriculum practices.  
  - Relationships emphasising mutual respect within the immediate and wider school community will be nurtured and maintained.  
  - The school will foster collaborative relationships with parents, primary schools, universities and businesses to enrich students’ learning experiences. **Product:** Students are well informed about further education and work options and are empowered to make suitable decisions about post-school pathways. **Product:** Strong links will continue to be forged between the school and the business community, to facilitate successful transition from school to work. **Practices:** The Careers Adviser and Welfare Team members will mentor and assist students in planning learning experiences aimed at school engagement and enhancing post school transition. **Product:** Successes in all aspects of school life are shared and acknowledged in the wider community. **Practices:** Establishment of school promotional programs will be driven by selected staff, students and parents. **Product:** Parents, the school community and staff communicate in interactive ways, both formally and informally. **Practices:** Strategies to regularly seek and share information about student learning, school policies, practices and community initiatives will be established. | - Streamlined student leadership programs offer opportunities for students to undertake productive roles in school life.  
- Targeted support for refugee students, students at risk and Aboriginal students is provided.  
- An increased number of parents and students participate in the school’s University Social Inclusion Program.  
- An increased number of Year 7 enrolments from feeder schools.  
- An increased number and variety of indicators celebrating school successes.  
- Students are prepared in post-school options to assist in their successful transition from school.  
- Processes for the Anti-bullying Program are refined and students are educated in the related standards and expectations.  
- The RESP program is successfully integrated within the school’s merit system.  
- Parents undertake a proactive role in student learning. |

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