School plan 2018-2020

Chatswood High School 8232

School vision statement

Students at Chatswood High School will have success for today and be prepared for tomorrow. Our community provides opportunities for our students to build resilience, creativity and critical thinking skills in an educational environment that is underpinned by the core values of equity, integrity and respect.

School context

Chatswood High School is a partially selective school located on Sydney's north shore. Students benefit and thrive from our diverse and differentiated curriculum designed to maximise every student's potential.

The school runs very successful music programs and welfare programs to build civic responsibility. Parents are active participants in their children's learning resulting in a true partnership between the school and the family.

Chatswood High School has an enrolment of 1550 students, including 80% students from a non–English speaking background and 293 students in the onsite Intensive English Centre. There are four support classes for students with diagnosed with autism and intellectual disabilities.

The school works closely with our network of primary schools through the North Harbour Learning Community (NHLC) to develop links between schools and teachers, and with the North Shore 5 (NS5) network of high schools to develop learning opportunities for staff and students. The school is also a member of the North Shore Entente Cordiale and participates with all three alliances to develop student outcomes through shared professional learning, shared course delivery and other learning experiences.

School planning process

An extensive consultation process took place in 2017. The process included

- Analysis of NAPLAN, VALID, HSC and TTFM data
- Faculty, executive and staff meetings
- Consultation meetings with parents
- First language consultations with parents from language backgrounds other than English
- Student consultation with SRC and larger focus groups
- Analysis of the Tell Them From Me survey student and staff data

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Every learner achieving their maximum potential

Purpose:

Continue to foster a safe learning environment that develops responsible, reflective learners that are nurtured, challenged and extended to achieve to the best of their ability.

STRATEGIC DIRECTION 2
Leadership for improvement across the community

Purpose:

Lead the school community to develop, articulate and commit to a shared educational vision based on quality teaching and learning in a collaborative leadership culture that will drive improvement for every student, every teacher, every leader.

STRATEGIC DIRECTION 3
Student and Staff Wellbeing

Purpose:

To create and cultivate a positive school culture which supports the holistic wellbeing of the school community.

Delivery of programs which promote positive growth mindsets, as well as providing academic and emotional support for students, staff and parents.

Develop effective communication processes surrounding wellbeing to strengthen trust and sense of belonging among all members of the school community.

Strategic Direction 1: Every learner achieving their maximum potential

Purpose

Continue to foster a safe learning environment that develops responsible, reflective learners that are nurtured, challenged and extended to achieve to the best of their ability.

Improvement Measures

An increase each year in students achieving a Band 5/6 in the HSC

An increased number of students achieving Band 8 or above in both Literacy and Numeracy in NAPLAN Year 9

An increase in positive responses to specific survey questions in TTFM relating to the learning environment of CHS.

People

Staff

Build the capacity of staff to read and analyse SMART and RAP data.

Implement a comprehensive induction program for all new staff.

Engage with professional networks to keep abreast of current trends in education

Development of teaching practice through active participation in the Culture of Thinking program and active participation in lesson observation.

Engage with the Instructional Leader on programming and assessment

TPL and data are used to inform and improve programming and T & L strategies

Differentiation for lower performing and higher performing students to build student engagement and provide educational challenges

Parents/Carers

Parents develop skills in understanding academic processes which supports effective learning.

Students

Are active and reflective participants in their learning.

Leaders

Instructional Leader works with faculties on differentiation and literacy strategies.

Processes

Continued development and use of data analysis such as SMART, RAP and Valid to inform teaching and learning programs

Explicit Literacy and differentiation strategies embedded into teaching and learning programs.

Engage staff in future–focused learning practices.

Evaluation Plan

Observation rounds occur

Programs are revised and updated to include literacy and differentiation strategies

Analysis of school based external assessment data

Analyse TTFM survey and any other survey questions

Practices and Products

Practices

Teachers use data to inform programming

Teachers engage in professional learning to improve classroom practice.

Classroom observation is regularly used to inform classroom practice.

A greater use of student reflection to inform teaching practices

Products

An increase in students achieving at least 2 Band 5/6 in the HSC

An increase in Yr 9 students achieving 'at proficiency' in NAPLAN reading and writing.

All teaching and learning programs differentiate to support & challenge every student

Professional Learning in Cultures of Thinking.

An increase of information in English and community languages to parents on the school website and newsletter pertaining to assessment procedures, homework expectations and 'N' warnings.

Strategic Direction 2: Leadership for improvement across the community

Purpose

Lead the school community to develop, articulate and commit to a shared educational vision based on quality teaching and learning in a collaborative leadership culture that will drive improvement for every student, every teacher, every leader.

Improvement Measures

- Increased student leadership skills

Pre and post data collection of AITSL School Leader Self–Assessment Tool

Improvement in measure of student engagement and achievement

Successful attainment of recognised instructional leadership credential

Increase in staff leading inter–school projects targeting student improvement

Students and staff report higher levels of satisfaction

Highly respected educational leaders who drive school improvement and student success

People

Leaders

Lead a culture of high expectation

Lead the practice of teaching – observation, reflection

Lead the analysis of data and the implementation of data driven change

Have a clear understanding of leadership within the school.

Engage in professional learning to increase their leadership skills.

Build an instructional ethos of accountability, improvement and performance.

Staff

Engage in professional learning to build leadership density across the school

Promote a positive school climate focussed on student achievement

Build trust and collaborative relationships between staff, student and the community

Develop individual profiles for leadership growth and improvement

Students

Increased opportunity for student voice and building student leadership density

Develop a deeper understanding of the role and purpose of prefects and student leaders

Processes

Develop knowledge and understanding of roles and responsibilities for all staff as leaders to engage in the shared educational vision of the school.

Professional learning targeting Instructional leaders in educational leadership and mentoring practices

Providing opportunities for staff to develop and lead increased collaboration between and within schools.

Expand opportunities for students to undertake leadership roles across the school

Evaluation Plan

Staff and student quantitative and qualitative surveys to measure new practices and products

Measure levels of engagement with school vision through the effectiveness of leadership initiatives

SRC evaluation and participation

Practices and Products

Practices

DPs support HTs in the leadership and management of their faculty and whole school initiatives through coaching, mentoring and regular, timetabled meetings.

HTs engage in coaching and mentoring every teacher through regular, timetabled meeting and classroom observations.

Engage with leadership consultancy to develop instructional leadership skills of executive staff.

Project based initiatives across and between schools to improve student engagement and learning for aspiring and classroom leaders

Regular tracking and mapping of self and others to AITSL leadership framework to build shared understanding and leadership goals

Observational rounds and conversations with staff

Participate in self and group assessment using the Character Strengths model and the 16 PF Human resource

Participation in student leadership camp

Develop CAPA, Sporting and Social Justice leadership groups within the student body

All staff have opportunities to deliver and participate in KLA focused professional learning

Products

Strategic Direction 2: Leadership for improvement across the community

People

SRC develop a more thorough and structured system of school information sharing and data gathering

Practices and Products

Every teacher experience improved support from Executive through regular, formal lesson observations and discussions and feedback to develop their teaching practice.

HTs feel supported in their development as educational leaders.

Completion of professional learning on Instructional Leadership.

Completion of professional learning on character strengths and shared values program.

Completion of AITSL School Leadership profile framework and staff benchmarked.

Stronger student voice and increased opportunities for participation for all students in the designated areas

Strategic Direction 3: Student and Staff Wellbeing

Purpose

To create and cultivate a positive school culture which supports the holistic wellbeing of the school community.

Delivery of programs which promote positive growth mindsets, as well as providing academic and emotional support for students, staff and parents.

Develop effective communication processes surrounding wellbeing to strengthen trust and sense of belonging among all members of the school community.

Improvement Measures

Increase in students reported positive attitudes towards their personal potential and meaningful relationships in TTFM survey.

Higher levels of optimism and self–worth among students obtained from The Resilience Report.

Demonstrated improvement in female students' connection to school community as a result of implementation of Girls' Wellbeing Program.

Increased parental involvement demonstrated through number of parents/carers participating in school wellbeing events.

Improved staff knowledge and understanding of Wellbeing processes at CHS.

People

Leaders

- Promote and actively demonstrate the principles of Positive Education.
- Develop and manage implementation of whole school wellbeing programs in consultation with whole school community.
- Engage external agencies to train and support students, staff and parents in wellbeing best practice.

Staff

- Undertake training in Positive Education and the Resilience Doughnut
- Undertake professional learning on The Wellbeing Framework
- Use the principles of Positive Education in their teaching practice
- Participate in learning opportunities which support individual and whole staff wellbeing.

Parents/Carers

- Participate in learning opportunities to support student social and emotional development
- Actively contribute to school activities and events to strengthen sense of school and local community.

Students

- Learn about and develop skills and strategies for improved resilience, positive relationships and a growth mindset.
- Participate in and lead whole school community celebrations and activities.

Processes

Supporting Students

Implement wellbeing initiatives such as:

- teacher–student mentoring
- targeted girls' wellbeing program
- the Resilience Doughnut.

Develop clear and efficient communication processes between staff and Wellbeing Team in response to student wellbeing concerns.

Train staff in Resilience Doughnut to promote solutions–focused interactions with students.

Supporting Staff

Provide professional learning opportunities for staff related to teacher wellbeing.

Coach staff members to become facilitators for the Resilience Doughnut workshops.

Documentation of Student Wellbeing Team practice and procedures.

Supporting Community

School and P&C collaborate to provide regular guest speakers and information sessions for students and parents/carers.

Ensure regular opportunities for community inclusion at school through collaboration on cultural events.

Evaluation Plan

Progress toward improvement measures will be evaluated through: parent and community evaluation surveys (e.g.,

Practices and Products

Practices

Meaningful opportunities for students, staff and parents to connect, succeed and thrive.

Positive school culture is demonstrated through active participation and engagement from whole school community.

Positive and respectful interactions between students, staff and parents.

Staff and students demonstrate an awareness of positive growth mindset and have the ability to apply it to life circumstances.

Products

A sustainable, documented whole school wellbeing program based on the principles of positive education, including:

- wellbeing initiatives which support student and staff positive growth mindsets
- targeted programs for Girls' Wellbeing
- targeted programs for students transitioning from primary school
- program for staff wellbeing and development.

Documented procedures and processes which support implementation of departmental policies.

Processes

TTFM); data obtained from the Resilience Report; focus group surveys; participation of parents/carers at joint P&C and school events; staff surveys.