School Plan 2018 – 2020

Cheltenham Girls' High School

Articulate
Authentic
Autonomous
Learners

Partners
in
Learning

Expert
Pedagogy in
Daily Practice
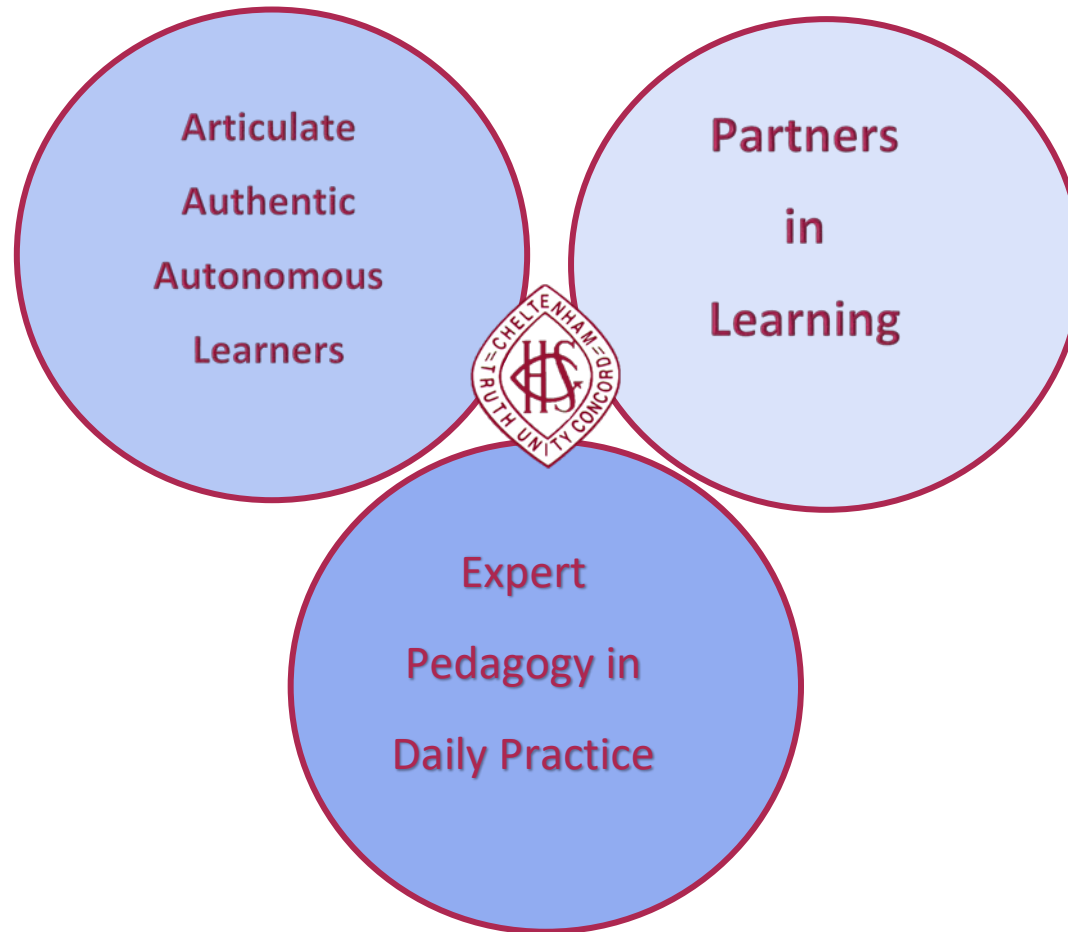
SCHOOL BACKGROUND 2018 - 2020

Vision Statement

Cheltenham Girls' High School is committed to providing a variety of quality learning experiences in a caring, cooperative and challenging environment.
We strive to develop self-awareness, esteem and confidence. We promote positive, collaborative relationships built on respect and concern for others.
We encourage creative and critical thinking, and foster personal excellence and satisfaction. We increase life's opportunities and foster lifelong learning.

School Context

Cheltenham Girls' High School was established as a local comprehensive high school in 1958. The school is located on the magnificent former residential estate of the Vicars family, a family linked to the early history of Parramatta. The school oval was recently named 'The Vicars Oval' in recognition of the on-going relationship the school has with Vicars family descendants.
The school celebrates outstanding student achievement across the comprehensive range of interests and abilities as measured by exceptional results over many years in external examinations such as the Higher School Certificate.
The school provides a quality learning environment which promotes the best possible educational, social, cultural and recreational development of the individual.
The school enjoys strong positive community relations. The school is committed to the development of social responsibility within all students.
To that end a number of programs and initiatives focus on providing students with the necessary skills and confidence to make a significant contribution to the broader community.
Student leadership programs include Prefects, Student Representative Council, Social Justice Action Group, the Green Team, Cloud 9 (a group committed to raising understanding and awareness of adolescent mental health issues), and Sports House Captains: junior and senior.
The school offers gifted and talented students the opportunity to accelerate their HSC by completing 2 Unit Aboriginal Studies or 2 Unit Information Processes Technology for the HSC in Year 11.
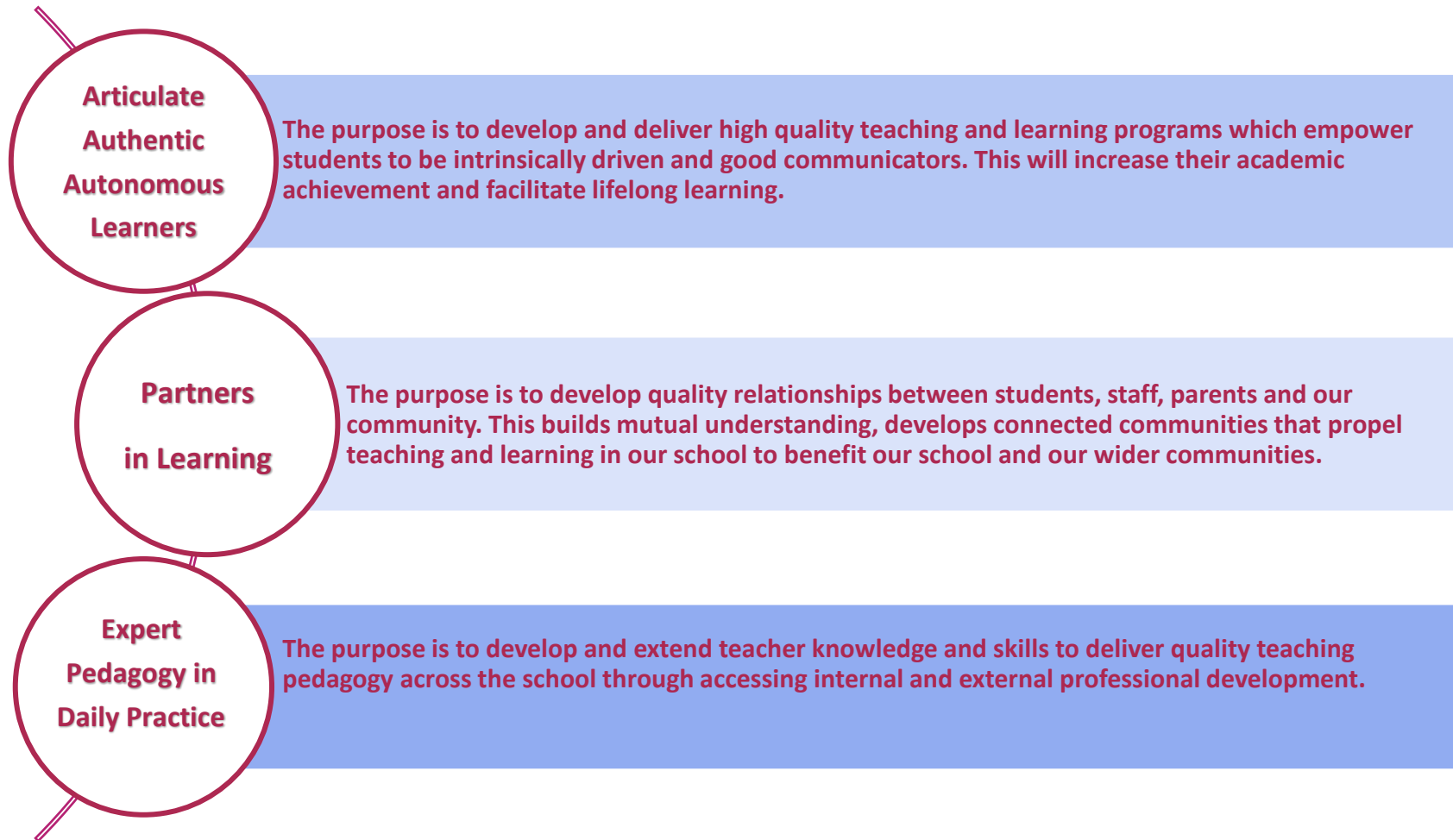The school has high attendance and retention rates and an exceptionally low rate of formal discipline instances.
The annual highlight of school life is the school's Presentation Day held since 1973 in the Sydney Opera House. The whole school joins in the singing of the chorus of Handel's 'Messiah' at the conclusion of the program.
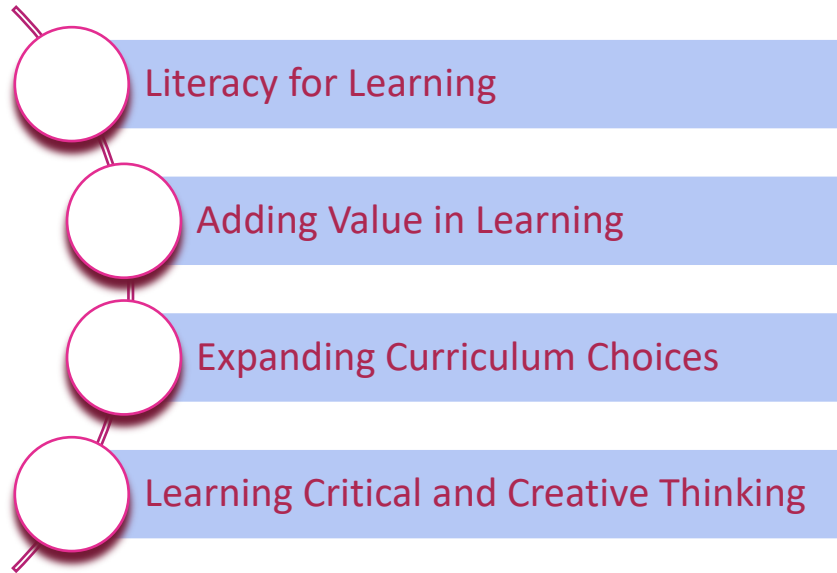In February 2018 1330 students were enrolled at Cheltenham Girls' High School, making the school one of the largest single sex government schools in the state. Approximately 66% of total enrolments in 2018 are from language backgrounds other than English.
Demand for enrolment is very high within the indicative enrolment area. Changes to the enrolment policy and procedures in 2018 has resulted in increased numbers enrolments in all year groups. This trend is predicted to continue with increasing enrolments particularly with large numbers of multi-story housing developments within the indicative boundaries.
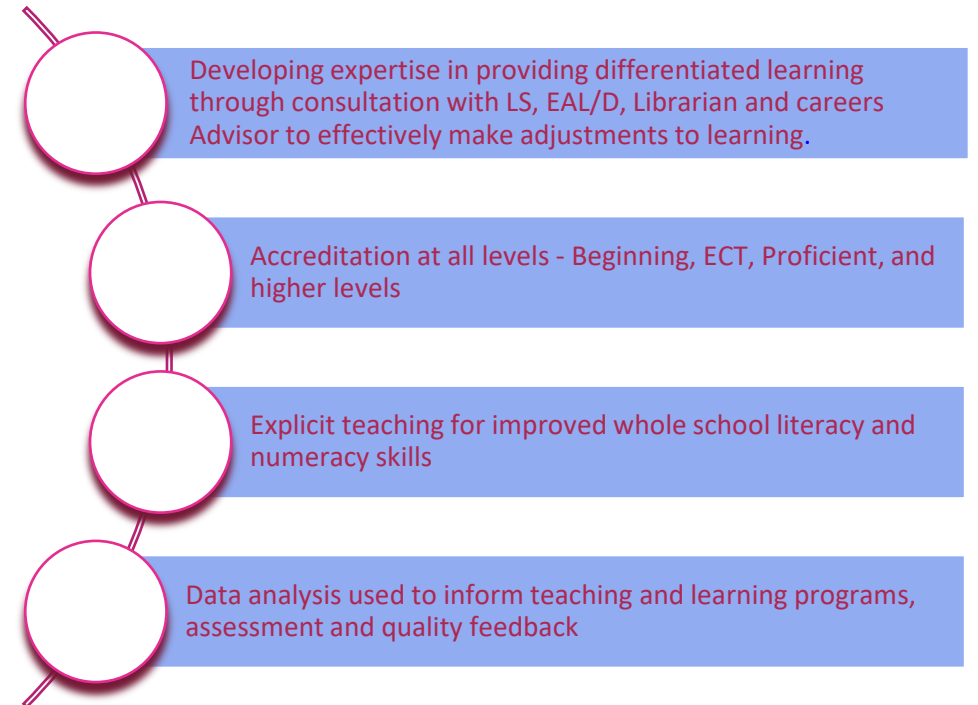
School Strategic Directions 2018 – 2020

Articulate Authentic Autonomous Learners

The purpose is to develop and deliver high quality teaching and learning programs which empower students to be intrinsically driven and good communicators. This will increase their academic achievement and facilitate lifelong learning.

Partners in Learning

The purpose is to develop quality relationships between students, staff, parents and our community. This builds mutual understanding, develops connected communities that propel teaching and learning in our school to benefit our school and our wider communities.

Expert Pedagogy in Daily Practice

The purpose is to develop and extend teacher knowledge and skills to deliver quality teaching pedagogy across the school through accessing internal and external professional development.

AUTONOMOUS, AUTHENTIC ARTICULATE LEARNERS

Literacy for Learning

Adding Value in Learning

Expanding Curriculum Choices

Learning Critical and Creative Thinking

PARTNERS IN LEARNING

Multicultural Community Engagement

Partners for Wellbeing

Parent Engagement and Involvement; school, classroom and workplace

Community Feedback and Satifaction

EXPERT PEDAGOGY IN DAILY PRACTICE

Developing expertise in providing differentiated learning through consultation with LS, EAL/D, Librarian and careers Advisor to effectively make adjustments to learning.

Accreditation at all levels - Beginning, ECT, Proficient, and higher levels

Explicit teaching for improved whole school literacy and numeracy skills

Data analysis used to inform teaching and learning programs, assessment and quality feedback

Strategic direction 1. Articulate, Authentic Autonomous Learners

PURPOSE	PEOPLE	PROCESSES	PRACTICES AND PRODUCTS
We will deliver our overall purpose through the development and implementation of high quality creative, digital, capability driven curriculum, teaching and learning, and assessment designed to increase the academic outcomes for all students **IMPROVEMENT MEASURES** • 80% students in years 7 – 10 demonstrate expected demonstrate growth in literacy and numeracy. • Teaching and learning programs include units of work for collaborative and future focussed student learning.	**Leadership:** Plan and implement professional learning to include explicit strategies for improved literacy and for collaborative learning. **Teaching Staff:** Engage with professional learning to increase capacity in delivery of literacy and collaborative leaning strategies and implementation of collaborative learning in classrooms **Students:** All students are supported to engage with whole school literacy learning to achieve literacy goals. Students will have opportunities to engage in collaborative learning environments. **Parents**: Collaborate with their daughter to plan and support individual learning plan to address specific literacy learning goals. **Community:** Engage with students through STEM projects and with staff for future focussed activities/opportunities for student learning..	**How do we do it and how will we know?** • Strengthen student engagement and autonomy through setting literacy goals for each student and the implementation of whole school literacy strategies. • Implementation of creative and critical thinking strategies delivered through collaborative and cross faculty STEM initiatives EVALUATION NAPLAN and pre and post student testing and school based assessments utilised to show improved growth in literacy and numeracy. TTFM survey utilised for improvements in engagement and motivation and autonomy for managing learning obstacles. Student feedback and school based assessment show improvements in engagement and critical and creative thinking.	**Practices:** Professional learning in **Literacy Learning Progression** and **PLAN2** for tracking and recording literacy growth. Employ whole school strategies for explicit literacy learning. Targeted programs to develop and extend financial literacy capabilities in Year 11/12 and digital literacy in Year 7. Program and implement units of work that engage students in collaborative learning utilising shared staff expertise and flexible learning spaces. **Product:** Students demonstrate more autonomy in learning through engagement with literacy gaols. Students demonstrate greater understanding financial and digital literacy. Increase collaborative and future focussed learning opportunities across the school. Full utilisation of collaborative learning rooms. Delivery of inquiry cross faculty based learning projects (STEM).

Strategic direction 2. Partners in Learning

PARTNERS IN LEARNING			
PURPOSE	**PEOPLE**	**PROCESSES**	**PRACTICES AND PRODUCTS**
We will deliver our purpose through development and implementation of high quality relationships between our students, their families, our staff and our community **IMPROVEMENT MEASURES** • Increased and improved communication and involvement with parents and community to support student learning and wellbeing to exceed state average in TTFM survey. • Increase support services through CLO– Korean, Indian evidenced through TTFM and CLO feedback. • Expand career opportunities for students through broader curriculum and Alumni links.	**Leaders**: Implement strategies for improvement in parent engagement and expand role of CLO. **CLO:** Increased involvement in parent workshops and forums and parent gatherings. Further articulate role for CLO linked to P & C. **Parents:** Attend social events and information nights. Increase communication of students learning and welfare needs. **Staff:** Increase awareness of CLO role in school. Engage with VET training to upskill teachers for VET curriculum offerings. **Students:** Are provided greater choice in curriculum and with access alumni – Yrs. 11, 12. **Community Partners**: Increase engagement with partner primary schools to communicate student information.	**How do we do it and how will we know?** • Analyse TTFM data and parents surveys to develop strategies to improve communication and involvement with parents in school life. • Further development of CLO role in supporting families and increased cultural celebration events throughout the year to build student understanding and cultural harmony. EVALUATION • TTFM Survey Parents shows overall improved communication and involvement of parents with school to exceed state averages. Translated documents are available on school communication platforms. school • TTFM students results show improved advocacy and positive relationships.	**Practices**: Implement processes to increase parent and community engagement and involvement with school. Utilises parent expertise in school activities to further improve parent and community engagement and involvement and support VET workplace opportunities. Expand CLO role through provision of parent learning and increase points for meeting community and employment of Korean CLO. **Product** Parents and community involved in school life through parent workshops and cultural celebrations. Translated documents available in 3 languages on school website. Students in Year 11/12 connect with Alumni opportunities through LinkedIn VET subjects in Stage 6 available at school.

Strategic direction 3. Expert Pedagogy in Daily Practice

EXPERT PEDAGOGY IN DAILY PRACTICE			
PURPOSE	**PEOPLE**	**PROCESSES**	**PRACTICES AND PRODUCTS**
The purpose is to develop and extend teacher knowledge and skills to deliver quality teaching pedagogy across the school through accessing internal and external professional development **IMPROVEMENT MEASURES** • Move whole school professional learning in targeted areas to sustaining and growing in SEF self-evaluation. • TTFM and student feedback show improved students engagement and motivation through collaborative and future focused learning and quality feedback. • Increased opportunities for career growth and more staff attempting higher levels of accreditation.	**Leaders:** Plan and implement staff professional learning to access and analyse student data and support staff to engage with higher accreditation levels **Staff:** Staff engage in targeted professional learning to improve professional practice. Staff implement explicit teaching strategies for literacy, formative assessments and collaborative **Students:** Student feedback/consulted through surveys and forums on their learning experiences. Students engage in collaborative learning across all subjects. **Parents**: Parents are included in the decision making in relation to the learning and wellbeing of students. Parents support their daughter's learning at home. **Community:** Fostering professional relationships and partnerships with relevant external providers and services to enhance teaching and learning.	**How do we do it and how will we know?** • A) Develop a professional learning community to target teacher training and development in school targets. B) Development of literacy, formative assessment, collaborative and future focused learning strategies and VET course/s in school. • Further development of culture of professional expertise through stronger supportive higher accreditation processes. EVALUATION Active professional learning community implementing PL for target goals. TTFM and student feedback/surveys improved engagement, motivation and choice through VET. HALT teacher accreditation in progress.	**Practices:** Planned collaborative approach to implement professional learning activities in target areas. Implement whole school literacy strategies, formative assessment and collaborative units of work. Whole school utilisation of growth coaching to facilitate quality feedback in all work. Implement teacher training in VET. **Product:** Strong active, professional learning community with planned PL events. All teaching and learning programs include formative assessment and feedback processes All teaching staff deliver units of work literacy, formative assessment and collaborative and future focussed learning. Delivery of VET in school. Increase in numbers of staff beginning HALT accreditation processes.