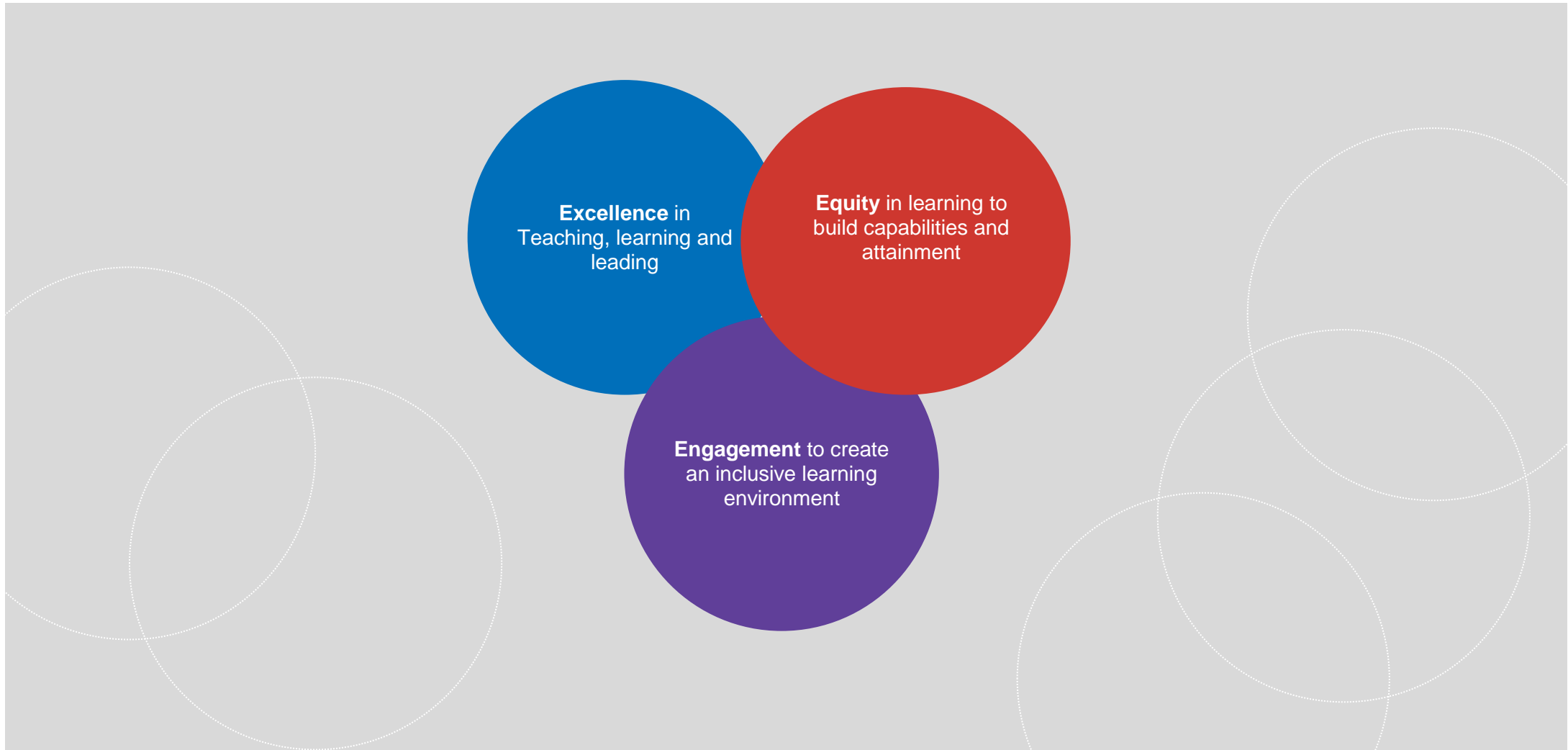


School plan 2015 – 2017

Cambridge Park High School 8516





School vision statement

Cambridge Park High School is a centre of excellence in teaching and learning providing all stakeholders with an opportunity to grow and develop to achieve the best possible learning outcomes across academic, welfare and vocational arenas. Learning is a lifelong process and our ethos is to grow from every challenge and create opportunities to flourish in an environment which continually focuses on school improvement and meets the needs of all.

School context

Cambridge Park High School is a comprehensive high school situated on the outskirts of the Penrith Valley area, with an enrolment of 643 students, including 14% of students from an Aboriginal and Torres Strait Islander background and a growing number of students with an ESL background. The school is located in the traditional country of the Dharrug people and predominantly draws its students from the areas of Cambridge Park, Cambridge Gardens, Jordan Springs and Werrington.

The school offers a well-rounded, holistic education for all students through nurturing and providing for their academic, social and emotional needs. Our school culture focuses on the values of integrity, team work, formation of partnerships in learning and respect. The school has a strong focus on quality teaching and learning and 21st Century pedagogies to differentiate the learning process to meet the needs of all students. Technology is a key focus in creating innovative learning experiences for all. A support unit has been established comprising of three autism support classes. The school encompasses the importance of inclusivity and authenticity in an engaging and supportive learning environment.

The school provides co-educational Targeted Sports Programs aimed to sustain and further develop our community partnerships. The core principles of these programs are to provide a dynamic and caring learning environment which values academic excellence and provides a progressive education allowing all students an opportunity to achieve their full potential. The school is also part of the Penrith Education Alliance. This partnership provides opportunities for students to access a suite of vocational education courses suited to their learning needs, interests, potential employment and educational pathways. The school's focus is to ensure all stakeholders embrace teaching, learning and leading to achieve outcomes and credentials which maximise their future endeavours.

School planning process

A broad consultation process has been adopted to ensure all stakeholders contribute to the development of our school vision and identification of our strategic directions. This process involved parent meetings, parent surveys, student surveys and working closely with the School Representative Council. Staff meetings have focused on school evaluation on student performance data, systems, processes and practices. The school's AECG representative has provided extensive input to ensure all aspects of the school's plan fosters a sensitivity and appreciation for Aboriginal education and the learning needs of all students.

Through extensive workshops and allocated professional learning time all staff were provided with the opportunity to explore the 5 Ps (purpose, people, processes, practices and products). Faculties used the School Excellence Framework to ensure that every purpose and practice aligned to the three domains: Teaching, Learning and Leading. Staff explored our three strategic directions against the three domains to articulate what each domain looked like across our school and various learning platforms to ensure every student in every classroom and every stakeholder felt supported and achieved best possible learning outcomes.



The school strategic directions: Excellence, Equity and Engagement. Each strategic direction will ensure that learning, teaching and leading are at the centre of what we do by achieving:

- A high performing school fostering innovative teaching and learning practices in an environment that promotes engagement and attainment. Exploring data sets to inform continuous school improvement in teaching and learning with a focus on literacy, numeracy and assessment.
- Quality systems, processes and practices to create an inclusive learning environment which aims to continually focus on school improvement and meet the needs of all.
- Creation of consistent, high quality, collaborative partnerships that promote holistic student achievement and well-being. Every student is an active and engaged learner. Every teacher is collaborative and committed to ensure student success by modeling a life-long learning ethos.
- Engagement is at the heart of a quality learning organisation. It is through engagement in learning that all stakeholders maximise their learning outcomes towards a whole school culture that focuses on learning, teaching and leading across academic, welfare and vocational arenas.

STRATEGIC DIRECTION 1

Excellence
In teaching, learning
and leading

Purpose:

To support and challenge all stakeholders to engage in meaningful, challenging and future-focused learning experiences. To promote a culture where learners strive to achieve their personal best to equip them to be positive and contributing global citizens and celebrate success.

To provide an environment which encompasses high expectations and adds value to all learners; where all stakeholders have a shared responsibility to demonstrate systems leadership and innovation within a culture of organisational improvement that is accountable, transparent and reflects departmental priorities to improve educational outcomes for all.

STRATEGIC DIRECTION 2

Equity in learning to
build capabilities and
attainment

Purpose:

To build the capacity of students and staff to be effective teachers, learners and leaders across our school community ensuring best practice and continuous improvement.

To target and allocate school resources to meet the individual learning needs of all stakeholders, regardless of their socio-economic status and cultural background. This will be achieved through identified and differentiated programs, sustained systems and processes.

To celebrate and embrace diversity in all aspects of school life.

STRATEGIC DIRECTION 3

Engagement to
create and inclusive
learning environment

Purpose:

To provide broader opportunities and ongoing support to meet the diverse academic, social and wellbeing needs of students, staff and the wider school community.

To provide all stakeholders with an opportunity to grow and develop in an inclusive and rigorous learning environment fostering: quality teaching and learning, future-focused pedagogies, professional learning, problem solving skills and vocational pathways to meet the needs of every child in every classroom.

Strategic Direction 1: Excellence in teaching, learning and leading

Purpose	People	Processes	Products and Practices
<p>To support and challenge all stakeholders to engage in meaningful, challenging and future-focused learning experiences. To promote a culture where learners strive to achieve their personal best to equip them to be positive and contributing global citizens and celebrate success.</p> <p>To provide an environment which encompasses high expectations and adds value to all learners; where all stakeholders have a shared responsibility to demonstrate systems leadership and innovation within a culture of organisational improvement that is accountable, transparent and reflects departmental priorities to improve educational outcomes for all.</p>	<p>Students: Will develop effective learning and leading skills to ensure that learning outcomes improve significantly.</p> <p>Staff: Will be supported through identified and targeted professional learning that is relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.</p> <p>Staff constructively evaluate and reflect upon their teaching and assessment practices.</p>	<p>Establish and implement universal systems and processes in teaching, learning and leading to accommodate learning needs of all, setting clear learning outcomes, specific criteria, explicit feedback and reflection to ensure curriculum adjustment and modifications to support the learning needs of all.</p> <p>Implement targeted Literacy and Numeracy strategies based on analysis of quantitative and qualitative data to monitor and improve student learning outcomes.</p> <p>Strengthen staff performance development to maintain a culture that recognises and delivers systemic expectations for learning, teaching and leading.</p>	<p>Product: To improve the number of students attaining greater than expected growth in Reading and Comprehension and overall Numeracy to 60%.</p> <p>Practice: Targeted resource allocation to promote differentiated pedagogical practice aimed to improve curriculum delivery and skill development in Reading, Comprehension and Numeracy. Basic Essentials Team to coordinate succinct Class Profiling, Individualised Education Plans and Personalised Learning Plans.</p>
<p>Improvement Measures</p> <ul style="list-style-type: none"> ❖ To improve the number of students attaining greater than expected growth in Reading, Comprehension and Overall Numeracy to 60%. ❖ All staff to complete Performance and Development Plans (PDP's), through identifying personalised professional learning to directly reflect the school's 3 strategic directions. ❖ Two comprehensive reviews on educational and management practices and curriculum to be conducted by the school's Evaluation Team. ❖ Career plans for all students, monitored and evaluated continuously to inform refinement of student goals and objectives and direct future curriculum patterns offered. 	<p>Parents/Carers: Will be invited to participate in workshops which strategically aim to develop a thorough understanding of pedagogical practice and 21st century learning focused on excellence and engagement and how their children learn.</p> <p>Community Partners: Build partnerships with community, businesses, educational institutions and external agencies to enhance teaching, learning, student engagement and transition.</p> <p>Leaders: Will review, monitor and evaluate teaching and learning programs.</p>	<p>Provision of specialist staff to develop partnerships with all stakeholders to ensure ongoing skill development to promote student learning and post schooling opportunities which are diverse and purposeful.</p> <p>Reflect and refine systems to monitor ongoing school improvement evaluation and review of: teaching and learning programs, assessment strategies, school processes and pedagogical practices.</p> <p>Evaluation Plan: Whole school evaluation of NAPLAN data to identify student growth in the areas of reading and overall numeracy.</p> <p>Two comprehensive reviews on education and management practice and curriculum to be conducted by the school's Evaluation Team.</p> <p>Professional Learning Team to review and collate identified professional learning from staff PDPs.</p> <p>Student career plans to be monitored annually to direct future curriculum patterns and student learning pathways.</p>	<p>Product: All staff to complete Performance and Development Plans (PDP's), through identifying personalised professional learning to directly reflect the school's 3 strategic directions.</p> <p>Practice: Professional Learning Team to facilitate surveys to determine areas for professional development to enhance pedagogical practice and build teacher quality. Teachers and leaders are engaged in teaching and leadership practice and professional learning networks that are purposeful, inclusive and optimise success for all.</p> <p>Product: Two comprehensive reviews on education and management practice and curriculum to be conducted by the school's Evaluation Team.</p> <p>Practice: Scheduled meetings of the school Evaluation Team and KLA's to establish a viable evaluation timetable to facilitate improved pedagogical practice in the areas of Teaching and Learning programs, Assessment of, as and for learning, Professional Development and Leadership.</p> <p>Product: Career plans for all students, monitored and evaluated continuously to inform refinement of student goals and objectives and direct future curriculum patterns offered.</p> <p>Practice: Transition Team to schedule regular interviews with senior students to map future pathways and monitor student progress in meeting personalised goals. Establishing positive partnerships with external agencies and universities to enable students to meet their career aspirations.</p>

Strategic Direction 2: Equity in learning to build student capabilities and attainment

Purpose	People	Processes	Products and Practices
<p>To build the capacity of students and staff to be effective teachers, learners and leaders across our school community ensuring best practice and continuous improvement.</p> <p>To target and allocate school resources to meet the individual learning needs of all stakeholders, regardless of their socio-economic status and cultural background. This will be achieved through identified and differentiated programs, sustained systems and processes.</p> <p>To celebrate and embrace diversity in all aspects of school life.</p>	<p>Students: Master core subjects. Think deeply, critically and make relevant connections to learning.</p> <p>Staff: Building an understanding of how to deliver wide ranging, innovative teaching and learning opportunities, including 21st Century learning and extra curricula activities that reflect individual needs and interests.</p> <p>Understanding and ability to develop their capabilities by participating in targeted professional learning as reflected in the School Professional Learning plan that supports their individual needs and skill levels (develop their ability to provide effective feedback to all stakeholders).</p>	<p>Provision of specialist staff to drive targeted interventions to support Aboriginal and Torres Strait Islander students.</p> <p>Development of student-as-a-learner:- class profiles, IEPs, PLPs and individual behaviour plans, based on qualitative and quantitative data to monitor and improve learning outcomes.</p> <p>Provision of resources to increase students work output through the Senior Learning Centre and Homework Club.</p> <p>Intensive learning support for individual students including re-structured classroom support and individualised assistance that builds capabilities, resilience and improves student learning outcomes.</p>	<p>Product: 100% of ATSI students receiving individual and/or small group tutoring support.</p> <p>Practice: ATSI students demonstrate increased confidence and build relationships with specialist staff to meet learning goals.</p> <p>Product: Assessment completion rates improved by 30% across all KLAs.</p> <p>Practice: School provides systemic connected learning hubs to facilitate student access to resources to enhance high quality work output.</p>
<p>Improvement Measures</p>			
<ul style="list-style-type: none"> ❖ 100% of ATSI students receiving individual and/or small group tutoring support. ❖ Assessment completion rates improved by 30% across all KLAs. ❖ 90% of Year 9 ATSI students achieving state benchmarks across all sections of NAPLAN. ❖ 20% reduction in HSC lower bands (1&2) across all KLAs. 	<p>Parents/Carers: Parents consulted in development of strategies for individual students. Parents actively participating in school teams.</p> <p>Community Partners: Collaborative partnerships with external agencies such as the AECG, AIME and ABCN.</p> <p>Leaders: Review, monitor and evaluate whole school and targeted programs and systems to ensure every student is supported and individual needs are met, regardless of ability.</p>	<p>Evaluation Plan: Case management of targeted students with special needs by the Learning Support Team (on a fortnightly basis).</p> <p>Regularly monitor, review and evaluate whole school data sets.</p> <p>Monitor and evaluate student progress using Sentral data. LST & DPs to use Sentral data to assist in future planning regarding student wellbeing and learning progress.</p> <p>Targeted literacy and numeracy strategies reflected in LST plan and TPL plan.</p>	<p>Product: 90% of Year 9 ATSI students achieving state benchmarks across all sections of NAPLAN.</p> <p>Practice: Portfolio of evidence of individual student work showing growth and improvement aligned to cluster indicators using PLAN data.</p> <p>Product: 20% reduction in HSC lower bands (1&2) across all KLAs.</p> <p>Practice: Targeted professional learning provided to build capabilities of staff, in delivering high quality teaching practice, to facilitate and mentor HSC students to improve learning outcomes and vocational competencies.</p>

Strategic Direction 3: Engagement in creating an inclusive learning environment

Purpose	People	Processes	Products and Practices
<p>To provide broader opportunities and ongoing support to meet the diverse academic, social and wellbeing needs of students, staff and the wider school community.</p> <p>To provide all stakeholders with an opportunity to grow and develop in an inclusive and rigorous learning environment fostering: quality teaching and learning, 21st century pedagogies, professional learning and problem solving skills to meet the needs of every child in every classroom.</p>	<p>Students: Develop transferrable learning skills based on 21st century learning, including literacy and numeracy, problem solving and global citizenship. Students will enhance their capacity in “learning how to learn” while developing an appreciation for the value of life-long learning.</p> <p>Staff: Build an understanding and use of innovative, challenging, future focused pedagogical practices within a context of continuous improvement through ongoing professional learning, creating a learning culture of productive and diverse forms of feedback and evaluation.</p>	<p>Provision of structures that support the mentoring and coaching of staff in identified areas for professional development.</p> <p>Lesson studies and professional learning are provided to ensure all classrooms become models of innovative practice and centres of engaging 21st century learning.</p> <p>Restructuring of all classes 7-10 to accommodate learning needs of all through diverse pedagogical practice (curriculum adjustment and modification).</p> <p>Developed and enhanced structures to ensure systematic monitoring, analysis and resource allocation to improve attendance rates.</p>	<p>Product: 100% of staff engage in school coaching and mentoring processes as a vehicle for professional growth and development.</p> <p>Practice: All staff are engaged in regular reflection and the use of formal and informal feedback to explore the effectiveness of their teaching practice.</p> <p>Product: 100% of all classes adopt differentiated teaching and learning practices informed by class profiles to meet the learning needs of all students.</p> <p>Practice: Teachers understand and use student assessment data to plan, differentiate and adjust curriculum delivery collaboratively to meet the learning needs of all students.</p>
<p>Improvement Measures</p>	<p>Parents/Carers: All parents understand what, why and how students are learning, what is required for learning improvement and how they can assist their child at home with the support of the school.</p> <p>Community Partners: Build partnerships with community, businesses, educational institutions and external agencies to enhance teaching, learning, student engagement and transition.</p>	<p>Evaluation Plan: Staff surveys to review the effectiveness of the coaching and mentoring process to identify professional growth and development.</p> <p>Formal and informal class observations to evaluate the alignment of differentiated teaching practice to class profiles.</p> <p>Regular review of Sentral data sets will indicate patterns of attendance to determine further action.</p> <p>Attendance registers of parents/carers at community workshops and surveys to guide future directions.</p>	<p>Product: Attendance rates for the whole school improve from 88% to 90%.</p> <p>Practice: Attendance monitoring plans developed and reviewed by the School Welfare and Learning Support Teams monthly. Scheduled meetings between key welfare staff and students with below state average attendance.</p> <p>Product: 30% increase in number of parents meaningfully connecting with learning and wellbeing programs in school</p> <p>Practice: Parents regularly attend community programs offered by the school to develop their knowledge of curriculum delivery and student engagement.</p>
<ul style="list-style-type: none"> ❖ 100% of staff engage in school coaching and mentoring processes as a vehicle for professional growth and development. ❖ 100% of all classes adopt differentiated teaching and learning practices informed by class profiles to meet the learning needs of all students. ❖ Attendance rates for the whole school improve from 88% to 90%. ❖ 30% increase in number of parents meaningfully connecting with learning and wellbeing programs in school. 			