

School plan 2015 – 2017

Chatswood High School

INSPIRING EXCELLENCE - ACHIEVING SUCCESS



*Commitment to
Teaching &
Learning*

*Building sustainable
relationships*

*Creating a dynamic
learning
environment focused
on excellence*



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 1350 students, including 72% students from a non-English speaking background and 260 students in the onsite Intensive English Centre. There are four support classes for students with autism and intellectual disabilities.

The school works closely with our network of primary schools through the North Harbour Learning Community (NHLIC) 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.

School planning process

An extensive consultation process took place through 2014. The process included

- Analysis of NAPLAN, RAP and HSC data utilising the services of Barry Laing Consulting
- Consultation meetings with parents
- First language consultations with parents from language backgrounds other than English
- Student consultation with SRC and larger focus groups
- Review of school procedures and processes using ACER Teaching and Learning School Improvement Framework
- Analysis of the Tell Them From Me survey student and staff data



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STRATEGIC DIRECTION 1

Commitment to Teaching & Learning

STRATEGIC DIRECTION 2

Building sustainable relationships

STRATEGIC DIRECTION 3

Creating a dynamic learning environment focused on excellence

Purpose:

To facilitate the continued professional development of teachers, to analyse student learning growth and outcomes to plan and deliver evidence-based lessons which engage students in authentic opportunities, building their critical thinking and literacy skills.

Purpose:

To foster strong, respectful partnerships which build capacity and create opportunities to enhance learning and student well-being. Building and strengthening existing active partnerships with local schools and agencies to collaboratively provide innovative learning pathways and a shared responsibility for student development and well-being.

Purpose:

To deliver a dynamic learning environment which captures innovation and opportunity. To use learning spaces flexibly to meet a broad range of student learning needs.

Strategic Direction 1: Commitment to Teaching & Learning

Purpose

To facilitate the continued professional development of teachers, to analyse student learning growth and outcomes to plan and deliver evidence-based lessons which engage students in authentic opportunities, building their critical thinking and literacy skills.

Improvement Measures

- ❖ A 5% increase in students achieving at least 2 Band 5/6 in the HSC
- ❖ A 15% increase in Yr 9 students achieving 'at proficiency' in NAPLAN reading and writing by 2017

People

Executive

- 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

Teachers

- Engage with the Literacy co-ordinator on programming and assessment
- TPL is used to improve programming and formative assessment strategies
- Differentiation for lower performing and higher performing students will build student engagement and provide educational challenges
- Engage with visible thinking skills
- Use data to inform programming

Community

- Parents develop skills in understanding student data which supports effective learning

Students

- Are active participants in their learning

Processes

Authentic professional learning improves teaching practice

- data analysis including SMART and RAP to inform teaching and learning programs
- Quality Teaching Rounds implemented
- ALARM embedded into programs and explicitly taught
- Explicit Literacy strategies embedded into teaching and learning programs
- Review GERRIC training for new staff
- Differentiation workshops with Kathy Rushton USyd

Student Ownership of Learning

- Project based learning
- Year 10 subject selection process to counsel student on appropriate senior study program

Products and Practices

Products

- A 5% increase in students achieving at least 2 Band 5/6 in the HSC
- A 15% increase in Yr 9 students achieving 'at proficiency' in NAPLAN reading and writing by 2017

Practices

- Teachers use data to inform programming and Individual Learning Support plans
- Teacher professional learning is central to improving classroom practice
- Classroom observation through QTR is regularly used to inform classroom practice
- Cross faculty initiatives provide meaningful challenges for students
- All teaching and learning programs differentiate to support & challenge every student

Strategic Direction 2: Building sustainable relationships

Purpose

To foster strong, respectful partnerships which build capacity and create opportunities to enhance learning and student well-being. Building and strengthening existing active partnerships with local schools and agencies to collaboratively provide innovative learning pathways and a shared responsibility for student development and well-being.

Improvement Measures

- ❖ Increased opportunities for student engagement in extracurricular activities
- ❖ Increase in network delivered professional learning
- ❖ Improvements in student satisfaction evidenced through Tell them from me survey

People

Executive

- Build relationships within the North Shore 5 network of schools
- Strengthen professional learning teams with (North Harbour Learning Community – Chatswood Public, Castle Cove Public, Mowbray Public and CHS) NHLC
- Engage with external agencies to provide educational opportunities for all students

Teachers

- Engage with existing networks to share programs and build curriculum knowledge
- Learning support teams identify students requiring support and develop ILPs

Students

- Participate in High Resolves and Creating Connections, led by student leaders
- Are supported to engage in state run programs to develop leadership

Community

- Participates in feedback about the school plan and programs
- Community groups utilised in partnership to develop complementary programs for students

Processes

Supporting under-performing students

- Equity team identifies low SES students underachieving
- transition programs and work experience programs are supported
- establish tutorial centre

Develop opportunities for engagement STAFF

- Professional learning experiences across the network of schools NS5, NS-EC, NHLC
- Sister school arrangements with China provide opportunities for travel and intercultural understanding
- Regular meetings with IEC staff to share EALD expertise to support student transition to CHS

Develop opportunities for engagement STUDENTS

- Expand student leadership opportunities with community and charity groups.
- High Resolves and Home Room Activities are run by student leaders and financially supported by the P&C.

Products and Practices

Products

- ❖ Increased opportunities for student engagement in extracurricular activities
- ❖ Increase in network delivered professional learning
- ❖ Improvements in student satisfaction evidenced through Tell Them From Me survey

Practices

- ❖ Active collaboration with external agencies , Phoenix House, North Learning Centre, Narremburn, TAFE NSW to ensure every child can access a quality educational path
- ❖ Fortnightly meetings with NS5 school leaders to share practices and processes
- ❖ NHLC teachers observe high school teacher practices and engage in teaching and learning discussions
- ❖ Staff meeting with IEC teachers sharing practices
- ❖ Tutorial and mentoring groups established for low SES & ESL students
- ❖ The school regularly hosts visits from overseas schools and school leaders
- ❖ Student leaders take responsibility for assemblies and year meetings

Strategic Direction 3: Creating a dynamic learning environment focused on excellence

Purpose

To deliver a dynamic learning environment which captures innovation and opportunity. To use learning spaces flexibly to meet a broad range of student learning needs.

Improvement Measures

- ❖ Increase in cross faculty run programs (Project Based Learning)
- ❖ Establishment of a Confucius classroom
- ❖ Reconfiguration of 4 classrooms to promote collaborative teaching
- ❖ Increased student well being identified in the Tell Them From Me survey
- ❖ Student attendance above 95%
- ❖ Increase STEM activities for Years 7 & 8

People

Executive

- Establish the Confucius classroom to promote Chinese language and culture
- Monitor and respond to student attendance
- Research futures learning programs

Teachers

- Utilise technology effectively to engage students in their learning
- Trail emerging pedagogies to promote collaboration and innovation
- STEM programs embedded

Students

- Peer mentoring in small groups
- Senior students utilise study spaces for private or group study

Community

- Support students through better understanding of 21st Century teaching methodologies

Processes

Attendance recording procedures improved to ensure accuracy of attendance data.

Collaborating with Assets to upgrade kitchen facilities for VET courses

Collaborating with the P&C to improve the outdoor seating areas for students

Upgrade and refurbish general learning spaces

Teacher professional learning plans are developed to enhance student engagement

Develop a series of small study spaces for private study

Confucius classroom engages a broad range of KLAs

Information sessions for parents to develop skills to support student learning – Elevate

Strengthen the partnership with USYD STEM Teachers Academy

Products and Practices

Products

- ❖ Increase in cross faculty run programs (Project Based Learning & STEM)
- ❖ Establishment of a Confucius classroom
- ❖ Increased student well being identified in the Tell Them From Me survey
- ❖ Student attendance above 95%
- ❖ 4 classrooms which promote collaborative teaching

Practices

- ❖ Daily attendance registers identify truancy issues
- ❖ DPs manage student attendance
- ❖ Student achievement is acknowledged through student led assemblies
- ❖ Teachers develop challenging STEM programs to engage students in science, technology, engineering and maths.
- ❖ Rich learning tasks support students to take risks in their learning
- ❖ Teachers actively collaborate with colleagues to share learning experiences